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ABSTRACT

The need to assess students' educational needs and progress is explored, and minimum standards that local school districts must meet to be in compliance with classification and accreditation standards of the State Board of Education are specified. There are three major uses of assessment results: instructional, guidance and counseling, and administrative. The Missouri Excellence in Education Act of 1985 contains provisions for required student testing that requires the identification of key skills or learner outcomes. "Core Competencies and Key Skills for Missouri Schools," published in 1986, defines the framework about which a district's curriculum can be built, and thus is the basis for the district's assessment program. State regulations define areas that district assessment must cover. Districts must use criterion-referenced tests to measure performance on the key skills, and the Missouri Mastery and Achievement Tests were developed for this purpose. The minimum assessment requirements, grade level testing requirements, and special needs assessment (including vocational education and Chapter 1 assessment) required by state law are described. Thirteen appendixes contain the statutory requirements, test descriptions, sample forms and assessment plans, and other information pertaining to assessment in Missouri. (SLD)

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ASSESSMENT STANDARDS *FOR* MISSOURI PUBLIC SCHOOLS

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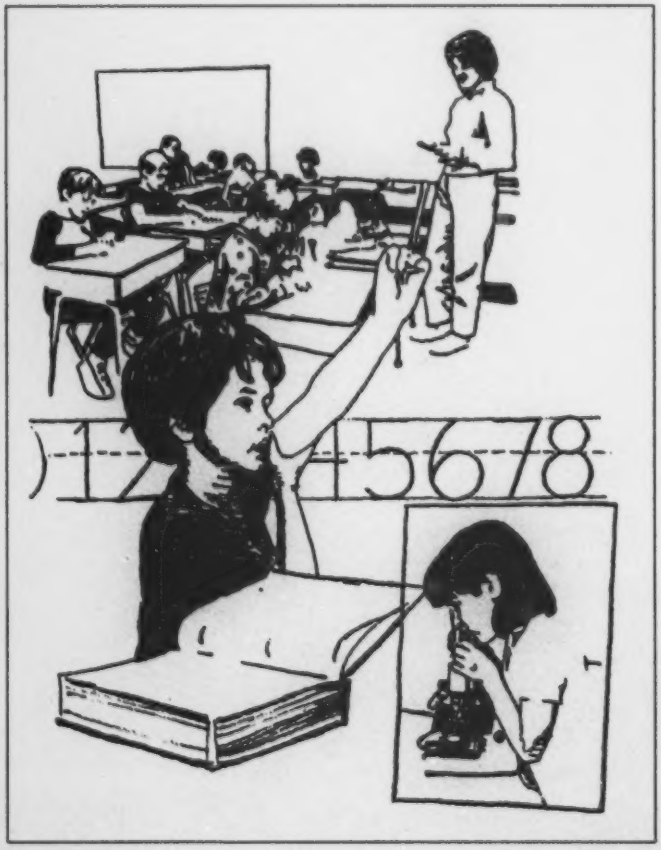

1993
Missouri Department of
Elementary & Secondary Education
Robert E. Bartman, Commissioner of Education

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FOREWORD

The 1993 revision of the Assessment Standards for Missouri Public Schools updates a previous publication, Assessment Standards for Missouri Public Schools. This publication is intended to underscore the need to assess students' educational needs and progress effectively, using a multi-faceted, comprehensive assessment program.

Assessment implies the use of a variety of means, including periodic formative tests, teacher observations, evaluation of student performance in real-life situations, and end-of-year summative tests, to determine students' capabilities. We must expect and require all children to master the competencies and skills essential to a productive life. All of our students must be ready for the 21st Century. All of us involved in education are stewards of the quality of life for our State, into the 21st Century.

Although this publication specifies minimum standards local districts must meet to be in compliance with classification and accreditation standards established by the State Board of Education, I hope you will develop an assessment plan which reflects the needs of your own district. Included in this guide is a sample assessment plan for your consideration. The development of an assessment plan for your district is the first step toward the thoughtful use of assessment results. The staff of the Assessment Section of the Department of Elementary and Secondary Education will be pleased to assist you in developing an effective assessment plan.

These standards become effective for the 1993-94 school year.

Robert E. Bartman

Commissioner of Education

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I

REASONS FOR AN ASSESSMENT PROGRAM

Assessment involves sampling student performance in a variety of ways so judgments and decisions can be made concerning individual students, groups of students, and educational programs. The validity of judgments and decisions that are made depends on the wise choice of assessment methods, appropriate administration procedures and accurate interpretation of the results. The primary justification for assessment is that the information obtained can be used to make better and more informed educational decisions or judgments. There are three major uses of assessment results: Instructional, Guidance and Counseling, and Administrative.

INSTRUCTIONAL UTILIZATION

Information obtained through assessment shall be used in reviewing and improving individual student performance and the content and process of instruction. Copies of individual and group achievement test results shall be given to teachers to assist in accomplishing these goals. Pre-instructional measurement (pretesting) of entry-level academic performance can assist teachers in identifying individual strengths and weaknesses, planning instruction, and determining where group or individual instruction should begin. Knowledge of entry-level performance may also motivate students to achieve unmastered goals. Post-instructional measurement (posttesting) of student academic performance can be used to monitor individual student learning, and to evaluate classroom curriculum and instructional effectiveness. Analysis of achievement test results may reveal that curricular or instructional reorganization and/or reteaching of skills is necessary. Appropriate use of assessment results should assist educators in making instruction more effective for each student.

GUIDANCE AND COUNSELING UTILIZATION

Information from assessments shall be used in the guidance and counseling of students. Assessment information shall be used by students, parents, and advisors or counselors to assist in making cooperative decisions about students' personal and educational choices. Information from tests should be combined with other relevant information to help a student:

- understand his or her achievement and academic needs
- plan a school program of studies
- make career decisions
- plan for college or advanced training
- make wise personal decisions

ADMINISTRATIVE UTILIZATION

Assessment information has several administrative uses. Appropriate test information shall be part of a student's permanent school record and shall be released only upon receipt of student or parent consent. Files of test information shall be easily accessible to appropriate staff, as colleges, vocational training institutions, the military and potential employers often request test results from school officials.

Individual assessment results shall be used in combination with other information to help screen and select students for participation in certain school programs (e.g., special education, multicultural education, compensatory education, or gifted education).

Information about the test performance of students in a building or district should be used to help inform parents, the public and the school board about the quality of schooling. Student performance on tests should be analyzed to detect trends that will aid in setting priorities, planning the curriculum, revising instructional processes and evaluating the educational program.

II

THE EXCELLENCE IN EDUCATION ACT OF 1985

Section 4 of the Excellence in Education Act of 1985 (Section 160.257, RSMo) is often referred to as the "testing provision" of school reform legislation. Although the primary emphasis of the section is a program of required pupil testing, the implications are much broader. Full implementation of the requirements of the law affects a school's curriculum, its expectations for student achievement, and the manner in which it demonstrates accountability. The full text of the law is included in Appendix A.

KEY SKILLS

The Excellence in Education Act requires the Department of Elementary and Secondary Education (the Department) to identify Key Skills or learner outcomes in the academic areas of reading/language arts/English, mathematics, science and social studies/civics. The Department solicited the assistance of Missouri public school teachers, subject area specialists, school administrators and college professors to most accurately identify key skills and combine them into larger groups known as competencies. The result of this effort, Core Competencies and Key Skills for Missouri Schools, was published in September of 1986. In 1989, committees of educators, with input from local districts, reviewed and revised the original key skills. The revised Core Competencies and Key Skills for Missouri Schools for grades 7 through 10 was published in 1990. The corresponding publication for grades 2 through 6 was published in 1991.

According to the Excellence in Education Act, the Key Skills identified by the Department

- shall provide the foundation for each local school district's achievement testing program and, by implication, should be included as part of the curriculum.
- shall serve as the basis for monitoring student progress and identifying areas for instructional improvement.
- shall provide the foundation for the criterion-referenced tests to be used by the Department in monitoring achievement.

While the Key Skills are designed to serve all of the above-mentioned purposes, they are intended to represent neither a total curriculum nor the minimum basic skills. The Key Skills do, however, include skills and knowledge which, if mastered, will help students to succeed at the next higher level of education. Key Skills are best used as a framework around which a district's curriculum can be built. The total curriculum should also place equal emphasis on other learner outcomes identified by educators within the district.

LOCAL DISTRICT ASSESSMENT PROGRAMS

Each school district must have a program for student assessment. This is not a new requirement created by the Excellence in Education Act. For many years, the Department's Classification and Accreditation Standards required accredited school districts to provide comprehensive assessment programs. The new Missouri School Improvement Program maintains this requirement. The Excellence in Education Act serves to add specificity to the current School Improvement Program requirements by identifying the subjects to be tested, empowering the Department to identify the skills to be tested and specifying some of the types of tests which must be included in district assessment programs.

According to Section 106.257, RSMo, district assessment programs must

- assess student competency in English/reading/language arts, science, mathematics, and social studies/civics.
- identify areas for instructional improvement.
- include, but not necessarily be limited to, criterion-referenced tests approved by the Department which are designed to monitor student progress in mastering the Key Skills.
- include the annual administration of these criterion-referenced tests to all students in periodic grade levels. (The Department has interpreted "periodic" to mean two non-consecutive grade levels for grades 2-6 and two non-consecutive grade levels for grades 7-10. Districts may test students in more than four grade levels if they wish to do so.)

CRITERION-REFERENCED TESTS

Districts must use Department approved criterion-referenced tests to measure student performance on the identified Key Skills. A criterion-referenced test is one which measures student performance on a specified set of objectives (in this case, the Key Skills). Following the identification of the original Key Skills, the Department contracted with the Center for Educational Assessment at the University of Missouri, Columbia, to assist in the development of a criterion-referenced test which would adequately measure the Key Skills. The original Missouri Mastery and Achievement Tests (MMAT) were first used in grades 3, 6, 8 and 10 in 1987, and the complete battery for grades 2 through 10 was available in 1988.

Following the revision of the Key Skills, the Department began working on the revised MMAT, again in conjunction with the Center for Educational Assessment at the University of Missouri, Columbia. All items were written, as they were for the original test, by teachers from districts throughout the state. They were subsequently reviewed by panels of content area specialists for congruence to the key skills and field tested to determine statistical adequacy. The revised test

for grades 7 through 10 was first administered in 1991. The revised test for grades 2 through 6 was field tested in 1991 and was used for the first time in 1992.

Current MMAT items are not released to the public; however, the Key Skills are published and are available to teachers and other interested individuals throughout the state. A description of the MMAT and answers to common questions concerning the test are included in Appendix B.

Specifically, the law requires

- the Department to develop or select criterion-referenced tests which measure student performance on the identified Key Skills, and
- local school districts to use criterion-referenced tests approved by the Department to monitor student progress on the identified Key Skills. Local districts may choose to use the MMAT or to develop or purchase their own criterion-referenced tests to meet this requirement. (The administrative rule on the development of criterion-referenced tests by local school districts and the criteria and process for approval of locally-developed criterion-referenced tests are included in Appendix C.)

TESTING A STATEWIDE SAMPLE

According to the Excellence in Education Act, the Department must administer criterion-referenced tests which measure student performance on the identified Key Skills to a valid, representative, statewide sample of public school students. To fulfill this requirement, the Department reports the aggregate results of all students in grades 3 and 6 taking the tests. Additionally, a statewide sample of students in grades 8 and 10, consisting of about 10 percent of the students in each of these grades, is administered an alternate, equivalent form of the test. School districts whose 8th or 10th grade students are selected are required to participate in the sample. Testing of state sample students may occur at any time throughout the MMAT testing window.

REPORTING

Local school districts are required by the Excellence in Education Act to provide composite student achievement test information to the Department upon request. In addition, the Department is required to report composite pupil achievement test information obtained from the state sample to the General Assembly annually.

III

MINIMUM ASSESSMENT PROGRAM

Public school districts shall provide, as a minimum, the assessment services and activities described in this section in order to meet the Minimum Statewide Assessment Program requirements of the Missouri School Improvement Program Standards and state law. Assessment results shall be used for instructional, guidance and counseling, and administrative purposes as discussed in Section I. Additional screening and assessment, above the minimum program, may be needed for decision-making purposes and is required for students involved in some special programs. Brief descriptions of Special Education, Chapter 1, Multicultural Education, Gifted Education, Early Childhood Education and Vocational Education assessment requirements are included in this section. School districts must comply with the screening and assessment requirements of these state and federal programs as well as the requirements of the Excellence in Education Act. Districts must also comply with the Minimum Statewide Assessment Program for classification purposes. Throughout this section the use of "shall" or "must" indicates a requirement, while the use of "should" indicates a recommendation. Similarly, the phrase "shall have the opportunity" requires districts to inform all parents and students of the availability of certain types of tests and to encourage participation in their administration. Districts must make the respective tests available upon request or establish district test dates for the respective tests. The glossary, which follows Appendix M, contains common assessment terms used throughout this manual.

ASSESSMENT PROGRAMS/PLANS

Each school district shall develop an assessment program. This program shall provide a written, comprehensive assessment plan which district personnel should follow when assessing students, preschool through 12th grade. Tests included in the district's assessment program should be chosen carefully. Reliability, validity, appropriateness of the norm group, and the extent to which the objectives measured by the test match those taught in the district should be considered in choosing standardized tests. The assessment program must be reviewed and approved annually by the local school board and must be available for review by representatives of the Department upon request. Additionally, the written assessment plan will be reviewed by the School Improvement Program team at the time of the district's review. Appendix D contains an example of an assessment plan which might be developed by a district to meet the minimum standards. Each district's assessment plan shall include:

- the name of an individual responsible for coordinating the assessment program
- the name of each test or other assessment procedure to be used at each grade level
- the purposes for administering each test or other assessment procedure
- a description of how the results of each test or other assessment procedure will be used
- processes for disseminating results of each test or other assessment procedure to the public

- a description of provisions for inservice training of staff regarding assessment related issues
- provisions for all students to learn test taking skills
- a policy addressing test security

Testing Calendars

Each district shall annually incorporate a written testing calendar into its assessment plan. The testing calendar should serve as a working document for the district and shall include the dates on which specific tests are to be given, the names of persons responsible for ordering and administering tests, and the inservice topics to be addressed during the school year. The dates on which tests are administered shall coincide with the norming dates of the tests as well as with the testing windows established by the Department. Appendix E contains an example of a testing calendar that might be developed by a district.

Test Security

Following the spring 1992 administration of the MMAT, districts began retaining the test booklets between yearly test administrations. It is imperative that districts develop sound security procedures to protect the integrity of test results. School personnel responsible for the testing program shall develop a written, board-approved test security policy which meets the needs of the district and ensures maximum test security. Appendix F contains a sample policy on test security which might be developed by a district. Those policies shall include:

- who shall have access to standardized tests
- secure storage of standardized test materials before and after test administration
- proper instruction for personnel who are to administer the standardized tests
- a list of actions which the district considers to be inappropriate
- sanctions against copying any portion of standardized tests
- careful accounting procedures for all standardized test materials

Security policies will be reviewed at the time of districts' School Improvement Program Reviews.

TEST ADMINISTRATION CONSIDERATIONS AND TEST TAKING SKILLS

Students should be given the opportunity to perform to the best of their ability on tests. No student or group of students shall be tested under conditions which may adversely affect test performance. An appropriate testing environment, reasonably free of distractions and impediments shall be provided. (Suggestions for creating an effective testing environment are included in Appendix G.) Furthermore, all students shall be provided the opportunity to learn test taking skills. Documentation should be maintained showing that students have had this opportunity.

INSERVICE ACTIVITIES

Each district shall provide inservice to its educational staff concerning the district's assessment program. Periodic inservice activities shall be conducted to ensure appropriate administration of tests, coordination of the testing program, effective teaching of test taking skills, and appropriate use of the test results in improving individual and group instruction. Documentation should be maintained showing that these activities have been provided. The Assessment Section of the Department offers free workshops for district personnel regarding these and other related topics.

UTILIZATION OF TEST RESULTS IN PROGRAM EVALUATION

Public school districts are required to evaluate their educational programs at all levels and in all instructional areas. District test results, including longitudinal trends in pupil performance, should be analyzed as part of this evaluation. Group test scores shall be used by school districts to help make decisions regarding changes in instructional materials, instructional strategies, resource allocations, and curricula.

DISSEMINATION OF TEST RESULTS

Each school district shall regularly inform students, parents, patrons, and the general public about its assessment program. Information shall include statements about the purposes for which tests are administered, test dates, groups of students tested, the results of testing (group achievement test data), changes in scores from previous years, and plans for utilizing test results to improve instruction. Teachers shall receive the results of tests given as a part of the minimum testing program and shall be provided assistance in interpreting these results.

EXPANDED ASSESSMENT PROGRAMS

All school districts must meet the Minimum Assessment Program Standards. In addition to the requirements of the Minimum Assessment Program, school districts may develop more extensive assessment activities designed to provide diagnostic information for individual students or group data that can be used in instructional program review. Assessment activities beyond the Minimum Assessment Program are optional. It is important that additional assessment be designed to address specific needs and that the results be used for the purposes intended. Assessment should never be conducted without a planned purpose.

GRADE LEVEL TESTING REQUIREMENTS

PRESCHOOL

Early Childhood Development Act (Senate Bill 658) requirements: Senate Bill 658 authorizes state funding for preschool screening when funding is available. School districts shall offer developmental screening to eligible children, ages 1 through entrance into kindergarten in the areas of general development, language, hearing, vision, and physical development. Family participation is voluntary.

The Early Childhood Development Act Program Guidelines and Administration Manual, available from the Early Childhood Education Section of the Department (telephone 314-751-2095), contains specific requirements and suggestions for preschool screening under Senate Bill 658. Manuals are also available which provide school personnel with specific information regarding screening in the areas of vision, hearing and physical development.

The Individuals with Disabilities Act, P.L. 94-142 (formerly Education for All Handicapped Children Act): The Individuals with Disabilities Act (IDEA) requires that all children, ages birth-21, be screened to identify potential problems in the following seven areas: vision, hearing, health/motor, cognitive (including adaptive behavior), academic or developmental readiness, speech/language, and social/emotional/behavioral.

Screenings which meet the requirements of Senate Bill 658 can be considered a part of a district's special education screening. Screening in the areas of language, vision, hearing, and physical development is clearly required by both IDEA and Senate Bill 658; however, to meet IDEA requirements, special care should be taken to ensure that preschool screenings also adequately address the areas of speech, cognitive development (including adaptive behavior), academic or developmental readiness and social/emotional/behavioral development.

Screenings should result in the identification of a pool of students who are in need of further assessment. Based on screening results, districts should also provide suggestions for parents regarding what they might do in the home to further their child's development. **Because most screening instruments provide only a brief overview of how children are doing in different areas, they are not considered appropriate for diagnosing disabling conditions or determining placement into any type of special or remedial program. Districts wishing to identify students for special or remedial preschool programs should follow screenings with more in-depth assessments.** Students suspected of displaying a disabling condition must receive a multidisciplinary evaluation consisting of evaluation procedures specified in an individual evaluation plan. The evaluation plan must be based on information obtained during screening and must be designed to answer questions raised or left unanswered during screening relative to the seven areas of functioning.

KINDERGARTEN

The Department recommends that districts conduct a kindergarten screen prior to or during the first two weeks of kindergarten as part of the Special Needs Assessment (see page 15).

Vision and Hearing: All kindergartners shall be screened for possible disorders of vision and hearing.

EARLY ENTRY ASSESSMENT

Section 160.053, RSMo requirements: For potential kindergarten youngsters whose fifth birthday occurs on or after July 1st but no later than September 30th, local districts must offer kindergarten readiness assessments upon request of parents. Local districts may plan to conduct the readiness assessments themselves or arrange to have the assessments conducted by a neighboring district or a Department approved agency.

For potential first grade youngsters whose sixth birthday occurs on or after July 1st but not later than September 30th, local districts must offer first grade readiness assessments upon request of parents. Local districts may plan to conduct the readiness assessments themselves or arrange to have the assessments conducted by a neighboring district or a Department approved agency.

Should a local district decide to conduct its own early entry assessment, the components of that assessment are to be determined by the local district's testing personnel, teaching staff, counselors and/or administrators. Each district shall select the specific tests and procedures to be used and determine the performance standards which will indicate a youngster's readiness. The procedures and standards a district selects should closely parallel the nature of the district's programs. The district's plan for assessing readiness for early entry into kindergarten and first grade shall be part of the district's assessment program.

Determination of readiness should be considered a placement decision and should be made on the basis of a valid assessment designed to provide sufficient information to make this decision. **The Department strongly recommends that screening instruments such as the KIDS not be used in isolation to make early entry placement decisions. Districts which do utilize the KIDS as a component of their early entry assessment should be extremely cautious in establishing cutoff scores. Young children being assessed for early entry should not be expected to perform at a higher level than the average child whose birthday falls after the September 30 deadline for entry into kindergarten (average scores on the KIDS test will fall between the 4th and the 6th stanine). Establishing a cutoff score above the 6th stanine on the KIDS in many cases negates all other criteria used to determine readiness.** However, the specific assessments and criteria to be used to determine readiness for early entry into kindergarten or first grade are ultimately the decision of the local district. The Department is currently working to develop an Inventory as a part of the Project Construct program which, upon its completion, may be useful to districts as one component of the early entry assessment process.

State Plan for Part B of IDEA: Children who have been identified as having disabilities, whose 5th birthdays fall between July 1 and September 30, must be admitted early without early entry assessment if the IEP team has determined that early entry would be beneficial for the child.

Children participating in early entry assessment who have not previously been identified as having disabilities must be referred for diagnostic evaluation if, as a result of early entry assessment, a disabling condition is suspected.

GRADE 1

First Grade Reading and Math Test: The First Grade Reading and Math Test is a standardized test which was developed specifically to help in identifying first grade youngsters for Chapter 1 programs. This test is not designed to be administered to all first grade students. Rather, it is intended to be administered to those students who are involved in, or may potentially benefit from, Chapter 1 programs. Minimum Assessment Program Standards do not require standardized testing at the first grade level; however, if districts prefer to administer a standardized test to all first grade students, the First Grade Reading and Math Test can serve that purpose. Districts should be aware that all students should not be expected to demonstrate proficiency on all objectives covered by the test, nor do the tested objectives represent everything a child should learn during the first grade year.

GRADES 2-6

Achievement Tests: **At least once during each school year**, all students shall be assessed with an achievement test to identify academic strengths and weaknesses, skills mastered and skills to be mastered in English/reading/language arts, science, mathematics, and social studies/civics. Standardized assessment at grade 2 may be limited to reading and mathematics. Achievement testing may include criterion-referenced tests, norm-referenced tests or a combination of the two. Results should be used for instructional, guidance, and administrative purposes as discussed in Section 1 of this manual.

Criterion-referenced Tests: To comply with the Excellence in Education Act of 1985, each district's assessment program shall include the administration of a Department approved criterion-referenced achievement test which measures student progress on the Key Skills **in at least two non-consecutive grade levels in grades 2-6**. The Missouri Mastery and Achievement Tests (MMAT) are designed to meet the requirements of both the Excellence in Education Act and the Minimum Assessment Program Standards.

GRADES 7-10

Achievement Tests: **At least twice during this period**, all students shall be assessed with an achievement test to identify academic strengths and weaknesses, skills mastered and skills to be

mastered in English/reading/language arts, science, mathematics and social studies/civics. Achievement testing may include criterion-referenced tests, norm-referenced tests, or a combination of the two. Results should be used for instructional, guidance, and administrative purposes as discussed in Section 1 of the manual.

Criterion-referenced Tests: To comply with the Excellence in Education Act of 1985, each district's assessment program must include the administration of a Department approved, criterion-referenced achievement test which measures the students' progress on the Key Skills **in at least two non-consecutive grade levels in grades 7-10**. The Missouri Mastery and Achievement Tests (MMAT) are designed to meet the requirements of both the Excellence in Education Act and the Minimum Assessment Program Standards.

Vocational Interest Inventory/Vocational Aptitude Battery: At least once in grades 7-10, but no later than the beginning of grade 10, all students shall have the opportunity and be encouraged to complete a vocational interest inventory and/or a vocational aptitude battery. Results should be used in combination with other information to develop career awareness and to assist in the planning of the student's high school program.

As an alternative to standardized assessments, districts may provide a comprehensive career planning and exploration program to assist students in determining early career interests and planning appropriate courses of study. Districts using a comprehensive career planning and exploration program as an alternative to standardized assessments must ensure that all students have access to the program and are encouraged to participate.

Scholastic Aptitude Battery: Each student shall be informed of and assisted in completing the necessary logistics to register for and take scholastic aptitude batteries such as the PACT, PSAT, SAT and ACT as appropriate for individual student needs. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

GRADE 11

Scholastic Aptitude Battery: Each student shall be informed of and assisted in completing the necessary logistics to register for and take scholastic aptitude batteries such as the PSAT, SAT and ACT as required by the colleges of the student's choice. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

GRADE 12

Vocational Interest Inventory/Vocational Aptitude Battery: Districts are encouraged to continue vocational assessment and/or career planning and awareness programs as necessary to meet individual student needs.

Scholastic Aptitude Battery: Each student shall be informed of and assisted in completing the necessary logistics or register for and complete scholastic aptitude batteries such as the SAT and ACT as required by the colleges of the student's choice. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

SPECIAL NEEDS ASSESSMENT

In maintaining one of the three major purposes of assessment in schools, each school district's assessment program shall include procedures for screening all students, including those transferring into the district, to help identify students who may need special services. Screening procedures must have the capability to identify students in need of further diagnostic evaluation.

The diagnostic evaluation will then provide additional information necessary for making decisions regarding a special education program, a gifted education program, a program for students whose first language is not English, a remedial education program, or a vocational education program designed to meet the student's needs. Written parental permission should be obtained prior to the administration of any test which is not routinely given to all students in a grade or class. A brief description of the assessment requirements of these special needs programs follows:

SPECIAL EDUCATION

IDEA requirements: IDEA requires that **all children, ages BIRTH through 21**, be screened to identify potential problems in the following seven areas of functioning: vision, hearing, health/motor, cognitive (including adaptive behavior), academic, speech/language, and social/emotional/ behavioral. Screening is the first step in the identification process and should include both periodic (e.g. systematic or formal testing) and continuous (e.g. observational) procedures. As a result of screening, any of the following may be determined:

- No further action is necessary. The child can succeed in his or her regular environment without intervention or modification.
- Alternative intervention strategies (various modifications) should be instigated in an attempt to help the child succeed in the regular environment.
- The child has disabilities of a severe enough nature that it is highly unlikely that he or she would profit from remaining in the regular environment, even with modifications. An evaluation plan should be developed.

Systematic assessments included in a district's Minimum Assessment Program should be utilized as a part of the district's periodic screening. Furthermore, the results of achievement tests, aptitude batteries, and interest inventories should be used with information obtained from the diagnostic evaluation to assist in planning an educational program for a student with disabilities.

The Special Education Standards Manual and State Plan for Special Education, (available from the Special Education Division of the Department of Elementary and Secondary Education, 314-751-2965), provide specific information regarding the procedures districts must follow in the screening and identification of children with disabilities.

Using the MMAT with Special Education Students: Students who have been identified as needing special education services may require modifications in standardized testing. The MMAT may be modified as necessary in order to make the information meaningful.

Modifications of administration procedures are permissible only for students whose IEPs indicate a need for modification. Furthermore, special education students whose IEPs indicate a need for modification must be identified as IEP on the MMAT answer sheet. Special education students whose disabilities do not interfere with their ability to complete a standardized test successfully should not be identified as IEP on the MMAT answer sheet. A list of possibilities for modifying MMAT administration procedures to improve the instructional relevance of test results for students with disabilities is included in Appendix H. Appendix I contains a description of the steps to be followed if the MMAT is modified by administering one or more subjects to the student at his or her instructional level rather than at his or her current grade level (out-of-level testing). A note explaining how the test was modified should be kept with the child's test results. Any time administration procedures are modified, the scaled scores are no longer valid and the information obtained should be used for instructional purposes only. The scores of children who are designated as IEP on the answer sheet will not be figured into building and district averages. Children with disabilities, whose IEPs indicate that standardized testing is not appropriate, even with modifications, should be exempted from taking the MMAT. Districts should keep a list of students exempted from taking the MMAT and document the reasons for which they were exempted.

GIFTED EDUCATION - STATE ASSISTED PROGRAMS

The Administrative Manual and Guidelines: State-Assisted Program for Gifted Students, available from the Gifted Education Section of the Department, 314-751-2453, specifies a systematic set of steps educators should follow in the identification of gifted children. The identification process should consist of at least the two stages summarized below:

1. Screening and Referral

Screening is the process of looking at the total population of students to decide which students may need further assessment to determine if they qualify for the district's gifted program. As a result of screening, approximately 10 to 20 percent of the students in a district should be referred for individual assessment. It is important that districts use a number of sources for obtaining screening data. These sources might include: MMAT state percentile ranks, nationally normed achievement test scores; group intelligence test scores; student grades; recommendations from teachers, parents, and other personnel; and documented evidence of creativity or problem solving ability. Appendix J describes the procedures to be followed when using the MMAT as part of the screening process.

2. Individual Evaluation and Selection

Research in the field of education suggests that only two to three percent of school-aged children are gifted to the extent that their development requires special educational services. Because of the variance among the populations served by Missouri school districts, the percentage of gifted students identified in some school districts may be greater than that suggested by research. In order to accommodate these differences, the state rule has set the maximum percentage which can be served in academic gifted programs at five percent of the enrollment in the school(s) or grade level(s) served. Gifted programs designed in the fine arts areas may serve a maximum of two percent of the school and grade level enrollments.

Students identified for further assessment during the screening and referral process should be individually evaluated to determine eligibility for the district's gifted program. Districts should select specific evaluation procedures, criteria, and instruments based on the type of program offered, the grade levels served, and the background of students in the district. Each school shall utilize information from at least three of the following four categories when selecting students for the gifted program. In order to improve the reliability of the information obtained during the evaluation procedure, the best practice would be to assess students in all four areas and identify them as gifted if they qualify in three.

a. General Mental Ability

Students qualifying in this area must score at or above the 95th percentile on one individually administered or two group administered intelligence tests. Districts with more than 5 percent of their students scoring above the 95th percentile may need to establish a higher cut-off score.

b. Academic Ability

Students must score at or above the 95th percentile on a standardized test of academic achievement to qualify in this area. The scores used should reflect the subject or subtest scores most closely related to the design of the gifted program offered by the district. The MMAT, although acceptable for screening purposes, should not be used for the identification of gifted students.

c. Creativity, Reasoning, and Problem-Solving Ability

To be considered eligible in this area, students must demonstrate outstanding ability in one of the following on a test or other assessment: 1) creative and productive thinking; 2) advanced insight; 3) outstanding imagination; 4) innovative or creative reasoning; 5) perception of cause and effect relationships; 6) problem solving; or 7) grasp of abstract concepts. In establishing an identification process, districts should stress the areas that are most closely related to the design of the gifted program.

d. Performance

Students qualifying in the performance area must be nominated for the gifted program by individuals from at least two of the following groups: teachers, other school personnel, outside experts in the area of gifted education, peers or parents. Nominations must be supported by documented evidence of outstanding performance and should address the student's ability to succeed in the specific program provided by the district.

Alternative Student Selection Criteria

A school district may propose an alternative plan for the identification of gifted students when the proposed alternative will result in improved evaluation and identification. The proposal shall clearly set forth, in writing, the screening and individual evaluation procedures to be used by the district. Each proposal must include a description of the objective measures and criteria to be used for the identification of students, and of the steps taken to ensure competent professional evaluations which utilize appropriate procedures. Alternative plans must be submitted to the Department by May 1.

STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

Districts should identify all students whose first language is not English upon entry into the district; often these students come from homes where a language other than English is spoken. A brief questionnaire regarding the child's first language and the language spoken by members of the child's immediate family can be used to serve this purpose.

Once a student has been identified as one whose first language is not English, further evaluation should be done to assess the child's English proficiency. Comprehensive assessments should include both formal and informal measures of listening, speaking, reading and writing proficiency in English; assessment of first language proficiency (where possible); assessment of academic skills; and interviews with the parent and child. If the evaluation indicates that the degree of proficiency does not allow the child to participate in the all-English classroom in reading, writing, speaking and listening comprehension at the level of first language usage peers, then identification for services is necessary.

It is important that the background and history of the child be taken into account when determining appropriate educational programs and placement of the student in special programs. Additional information obtained during a comprehensive assessment, family interviews and/or student portfolios should be utilized in planning the educational program for the child. Districts enrolling students whose first language is not English should establish program entry and exit criteria based on the assessment of English listening, speaking, reading, and writing proficiency documented by: 1) formal and informal language assessment tools; 2) student portfolios; 3) classroom performance and 4) interviews with students, family members and teachers.

Using the MMAT with Speakers of Other Languages: Districts have several options regarding the use of the MMAT with speakers of other languages.

1. Educators may choose not to administer the test to a student whose English is so limited that the results of the test would be invalid. This decision should be made by a team of individuals who are familiar with the child, including the child's teacher, the principal and a counselor.

2. Educators may choose to modify test administration procedures for a student whose first language is not English to make the information obtained more instructionally relevant. Again, this decision should be made by a team of individuals who are familiar with the child. Possible modifications might include reading the test to the child in English or the child's first language, allowing the student to use a dictionary, etc. If administration procedures are modified in any way, norm-referenced information is invalidated and only criterion-referenced information can be used. A record should be kept with the student's test results indicating how the test was modified and why modification was necessary. If test procedures are modified in any way, the student must be identified in the appropriate spot on the answer sheet. The scores of students whose first language is not English, and who are identified as such on the MMAT answer sheet, will not be figured into building or district averages. Educators may identify a student as one whose first language is not English as specified on the answer sheet and not modify testing procedures if it is felt that doing so would be in the best interest of the student.

3. If a student from a second language/bilingual background has attained levels of English listening, speaking, reading and writing proficiency near that of native English speakers, educators should administer the MMAT in a normal fashion and not identify that student as one whose first language is not English.

Documentation justifying decisions made regarding the testing or non-testing of students whose first language is not English must be kept in the child's permanent file. Documentation might include scores from English proficiency tests, the results of other formal or informal testing, or statements from the teacher or administrator regarding why a specific decision was made. A list should be kept of students who were exempted from taking the MMAT or for whom administration procedures were modified.

Appendix K contains the recommended policy regarding the administration of the MMAT to speakers of other languages. Questions regarding this policy or other aspects of testing or programming for students whose first language is not English should be addressed to the Supervisor of Special Federal Programs at 314-751-8281 or the Assessment Section at 314-751-3545.

CHAPTER 1, ESEA

Chapter 1 requires the use of standardized achievement tests which provide either national or state norms and percentile scores as the primary basis for determining eligibility for services for students in grades 2-12 (the MMAT has been approved for this purpose). Although districts may use additional data to determine selection for Chapter 1 programs, all students must be given a standardized achievement test prior to placement for program evaluation purposes. Tests should be administered in the spring and should be the same tests given to all students involved in the needs assessment. Children demonstrating the greatest amount of need, as determined by their test scores and other selection criteria used, must be given first priority in placement. Appendix L lists the cutoff scores at or below which children must achieve in order to be eligible for Chapter 1 services.

Districts should utilize only tests which are reliable and valid, whose norm groups most closely match the characteristics of students enrolled in the district, and which measure the educational objectives taught in the district. Districts may use the MMAT to meet Chapter 1 requirements. Optional Chapter 1 reports are available from the Center for Educational Assessment. The Chapter 1 Eligibility List provides a roster of all students eligible to receive Chapter 1 services based on the results of the test. The Pre/Post Evaluation Report presents pre- and posttest scores for students enrolled in the Chapter 1 program in a format that meets federal reporting standards.

Districts should, however, be cautious in placing students in any type of special program based on the results of one test alone. All standardized tests contain a certain amount of error; therefore, districts should consider using multiple criteria in placing students in Chapter 1 programs at all grade levels. Other measures, such as teacher observation and classroom performance, should be considered in conjunction with standardized test scores to ensure that students demonstrating the greatest need for services are placed in appropriate programs. Additionally, multiple criteria should be used to ensure that all students identified for Chapter 1 programs by their standardized test scores will benefit by being placed in the program.

Standardized test scores are not required as part of the criteria for Chapter 1 identification of students at the preschool, kindergarten, and first grade levels. Furthermore, districts may not use scores from standardized tests or screening instruments as the sole criterion for determining placement into Chapter 1 programs at these levels.

The Department, in conjunction with the Center for Educational Assessment, recently developed the First Grade Reading and Mathematics Test to aid districts in the identification of students at that level for grade 2 Chapter 1 programs. While the First Grade Test is not part of the MMAT, it was designed to provide a pretest score that is comparable to the student's second grade MMAT posttest score. The First Grade Test should be administered to a pool of students who are currently being served by Chapter 1 programs or who are believed to be in need of Chapter 1 services.

If a district uses test scores as the only criterion for determining placement into Chapter 1 programs at grade levels 2-12, the district may use other measures to identify a limited number of students whose test scores are above the ESEA percentile cutoff score. The number of students identified by these procedures may not exceed 10 percent of the Chapter 1 teacher's case load. The decision to include such a student in a Chapter 1 program must be made jointly by the principal of the district, the regular education teacher, the Chapter 1 teacher, and other professionals as needed. All participants must agree that the child is in need of services based upon their consideration of all available data. Documentation of the reasons for making this decision must then be made and maintained on file so that it is available for review by representatives of the Department staff. Documentation might include other test scores, records of classroom performance, written statements from teachers or parents, behavioral observations, and/or samples of the student's work.

Likewise, if the district finds that a student has been inappropriately identified as needing Chapter 1 services, the district should document reasons for the child not being placed in the program. Although a conference is not required to make such a decision, it is recommended that a joint decision-making process similar to the above-mentioned procedure be implemented. The child's subsequent academic performance should be reviewed on a regular basis to confirm that the child is not in need of services.

If educators within a district have reclassified a number of students equal to 10 percent of the students in the Chapter 1 program, but still feel they have children who are mis-identified, the district can re-test those children and use the results of the second test. Thorough documentation must be kept if a student is reclassified into or out of a Chapter 1 program and must be available for review by the district's Chapter 1 supervisor.

The Chapter 1, ESEA Manual of Operational Policies and Guidelines, available from the Department, further discusses state and federal requirements concerning Chapter 1 programs. Questions regarding Chapter 1 identification and program evaluation requirements should be addressed to the Chapter 1 Section of the Department of Elementary and Secondary Education at 314-751-2643.

VOCATIONAL EDUCATION

Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L.101-392) requirements: funds are available through the Carl D. Perkins Act for districts serving students in vocational education programs. Districts receiving funds must provide an assessment of the interests, abilities and special needs of each student served. Results obtained through assessment shall be used in formulating a realistic vocational plan for each student.

Special population students are defined as those who are disabled or disadvantaged (educationally or economically) and who require special services and assistance to succeed in a vocational education program. Other special population students include those who are

- limited English proficient
- non-traditional students
- criminal offenders
- dropouts or potential dropouts
- migrants
- foster children

Ideally, assessment should be conducted the year prior to the student's placement into a vocational program. Results from interest inventories, multiple aptitude batteries and achievement tests administered as part of the district's minimum assessment program may be utilized if the scores are current. However, special population students often require more comprehensive vocational assessment to fairly and accurately evaluate their level of functioning. Districts may use Carl D. Perkins funds to assist them in providing comprehensive evaluation services.

For specific information concerning vocational assessments and the requirements of the Carl D. Perkins Act, contact the Vocational Special Needs and Guidance Services Section of the Department of Elementary and Secondary Education at 314-751-1394.

APPENDIX A

SECTION 160.257, RSMo

1. The commissioner of education shall direct the department of elementary and secondary education to insure that all school districts have a program of pupil testing which shall test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics.

2. The department of elementary and secondary education shall identify key skills within the subject areas contained in subsection 1 of this section which shall provide the foundation for the local school district's testing program. The department of elementary and secondary education may not set maximal testing standards.

3. Each local school district shall have a testing program. District testing programs may include minimum promotion standards and shall give due consideration to the research on the influence of cultural diversity on testing performance.

4. The testing program of each local school district shall include, but shall not be limited to, criterion-referenced tests approved by the department of elementary and secondary education. This testing program shall test all students at periodic grade levels. The testing program may test students annually. The tests shall monitor progress on key skills and shall identify areas for instructional improvement. The department of elementary and secondary education may develop criterion-referenced tests and assist districts with their testing programs upon the district's request.

5. The department of elementary and secondary education shall develop or select tests which measure student performance on minimum key skills, and shall annually administer such tests to a randomly selected, statewide sample of public school students.

6. Each local school district shall provide testing information upon request to the department of elementary and secondary education.

7. The department of elementary and secondary education shall annually report to the general assembly composite pupil testing information.

APPENDIX B

MMAT PRIMER

DESCRIPTION OF THE MMAT

QUESTIONS AND ANSWERS ABOUT THE MMAT

Description of the MMAT

The Missouri Mastery and Achievement Tests are a battery of criterion-referenced tests developed in response to the Excellence in Education Act of 1985. The battery consists of 34 separate tests designed to assess student progress on the Core Competencies and Key Skills for Missouri Schools in grades 2-10.

Both the original and the revised MMAT include four multiple-choice items to measure each key skill. To demonstrate mastery, a student must answer at least three of the four items correctly. MMAT items for grades 3 through 10 are divided into four subtests: reading/English/language arts, mathematics, science and social studies/civics. Each subtest contains between 56 and 104 items, for a total of about 300 questions per grade level. The grade 2 tests cover only the areas of reading/language arts and mathematics.

The following chart presents the number of Key Skills tested by the MMAT in each subject at each grade. This number does not represent the total number of skills that a child should know in these areas; however, the skills have been identified by Missouri educators as those which are important for subsequent learning and which lend themselves to measurement by a multiple choice test such as the MMAT. Other skills, which are also considered important, are included in Core Competencies and Key Skills for Missouri Schools. Educators should examine these skills and include them in their instructional planning and assessment program. Further, educators should work to identify and teach additional skills that they feel are important for the education of their students.

Key Skills Indicated in *Core Competencies and Key Skills for Missouri Schools*

Grade	Number of MMAT-Tested Key Skills/Number of Locally Assessed Key Skills			
	Reading/ Language Arts/English	Mathematics	Science	Social Studies/ Civics
2	17/32	12/16	0/30	0/37
3	18/33	13/18	12/25	10/37
4	21/30	13/16	14/20	15/47
5	20/36	16/15	13/25	20/56
6	20/36	16/16	17/28	21/58
7	24/38	16/13	15/38	19/68
8	25/36	16/8	14/36	18/78
9	26/36	16/7	16/32	20/84
10	22/41	15/3	20/31	23/87
TOTAL	193/318	133/112	121/265	146/552

Total Number of MMAT-Tested Key Skills = 593
Total Number of Locally Assessed Key Skills = 1,247
Percent of Key Skills measured by Revised MMAT = 32

Questions and Answers About the MMAT:

1. **What reports does the MMAT offer that are helpful to teachers in evaluating student performance?**

   The Individual Student Report and the Pupil List Report are provided as basic reports to users of the MMAT and can be useful to teachers in improving instruction. The Individual Student Report contains several types of information. The main part of the report consists of a listing of all tested key skills in each subject area grouped according to mastery or non-mastery of each skill. This report also contains High, Medium, or Low ratings for the clusters in each subject area and a state percentile rank which indicates how the student performed in relation to other students statewide. Teachers can use information contained in the Individual Student Report to determine the strengths and

needs of individual students and develop individualized instructional programs accordingly.

The Pupil List Report can also provide valuable information to teachers. This report aggregates the information contained on individual score reports into a roster form which is easily accessible for teachers. Teachers may look at the total number of students mastering each key skill to determine which skills have been most successfully incorporated into their curricula, and which areas may require new techniques or additional materials.

2. How can MMAT reports be used to evaluate programs at the district level?

Several basic reports which can be used in the evaluation of district-wide programs are provided to MMAT users. The Grade Level Key Skill Report can be used to determine the percentage of students mastering each key skill. Districts may then pinpoint specific areas in need of instructional improvement.

Trend data which can be used to evaluate instructional effectiveness are presented in the Scaled Score Summary Report: Longitudinal Trends and the Score Distribution Report: Longitudinal Trends. Scaled score information is best used to gain a general understanding of overall instructional effectiveness in the district. Score distribution data can be used to ensure that instructional programs are reaching all of the various populations of students taking the test.

3. Can the MMAT be used as a teacher evaluation tool?

The MMAT was specifically designed to provide a measure of both individual student performance and effectiveness of district programs. The tests measure cumulative knowledge up to a certain point in a child's education. No single teacher is responsible for teaching a child everything that is tested in a particular grade level on the MMAT. Thus, while MMAT data provide an effective means for teachers to redefine their curricula, the test scores cannot be used as an indication of teacher performance.

4. How can the MMAT be used to identify students for special programs and awards?

The MMAT has been approved for use in identifying students for Chapter 1 programs and for initial screening of students for gifted programs. However, these screening and identification procedures generally make use of a percentile rank cutoff score. Therefore, extreme caution must be exercised in using the MMAT to screen or identify for these programs. For example, because state percentile ranks tend to appear particularly low in relation to mastery levels at the lower grade levels (2 and 3), the test tends to identify a number of students, based on percentile ranks, who are not in need of Chapter 1 services. Therefore, districts are encouraged to use multiple criteria (teacher recommendation, classroom performance, etc.) in identifying children for Chapter 1 programs.

Additionally, although the MMAT has been approved for use in gifted education programs at the initial screening phase, the test does tend to under-identify students for further evaluation at the lower grade levels. Again, because the typical student (at the 50th percentile) tends to master a high percentage of key skills at the second and third grade levels, a number of students who could potentially benefit from gifted education programs may not be identified in the initial screening process. Therefore, as with Chapter 1, multiple criteria should be used. For the same reasons, the MMAT should not be used as the sole criterion for identifying students for special awards.

5. Is the First Grade Reading and Math Test part of the MMAT?

The First Grade Test is not a downward extension of the MMAT. Rather, it is specifically designed to be administered to those students who are believed to be in need of Chapter 1 services. Scores on the test may be used to help identify students for second grade Chapter 1 programs or to serve as a pretest score on the grade 2 MMAT the next spring. The most important difference between the First Grade Test and the MMAT is that the MMAT is a mastery test, whereas the First Grade Test is not. The MMAT is based on objectives which all students should be expected to master. First grade students, on the other hand, should not be expected to demonstrate proficiency on all objectives on the First Grade Test.

6. Can districts use the First Grade Reading and Math Test to test all first grade students?

Districts should first be aware that there is no state requirement that a standardized test be administered to first grade students. They should also be aware that Chapter 1 will fund only that testing which is used for Chapter 1 purposes; any additional testing occurs at the cost of the district.

If districts do choose to test all first graders, they may wish to consider using the First Grade Test for this purpose in order to avoid double testing those students who will need to use First Grade Test scores as pretest scores for the grade 2 MMAT the following spring.

7. How can the MMAT be used with special populations of students?

The MMAT can be modified in a number of ways to accommodate special populations of students. For example, the test items may be read aloud; subject tests may be broken down into smaller portions; the student may answer test items orally and a teacher may record the responses on the answer sheet; or a student may be tested out of level. Modifications such as these should be made *only* if the student's IEP states that a modification is necessary.

9. Can the MMAT be used to follow the performance of a cohort group from one year to the next?

The MMAT does not yield any scores which allow a district to compare student performance from one grade level to the next. Although the average scaled scores for all grade levels were set equal to 300 in the base year of testing, student performance at the various grade levels across subject areas was not equal. Therefore, a 325 in second grade mathematics does not indicate the same level of performance as a 325 in fourth grade mathematics or a 325 in second grade reading. Thus, it is impossible to compare the scores of a cohort group from one year to the next. Scaled score comparisons can be made only within grade levels and subject areas over time. For example, a change in scaled scores from 300 in third grade mathematics in 1987 to 325 in third grade mathematics in 1991 would represent an educationally significant improvement in performance.

10. How can teachers effectively prepare students to take the MMAT?

The most important step teachers can take in preparing students for the MMAT is ensuring, as a group, that the district's curriculum includes the key skills tested by the MMAT.

Additional questions commonly asked by parents and educators are addressed in the booklet, "Missouri Mastery and Achievement Tests — Questions and Answers with Sample Test Items". This publication can be obtained by calling the Assessment Section of the Department of Elementary and Secondary Education, at 314-751-3545.

APPENDIX C

ADMINISTRATIVE RULE

ON THE

DEVELOPMENT OF CRITERION-REFERENCED TESTS TO MEASURE THE MISSOURI KEY SKILLS BY LOCAL SCHOOL DISTRICTS

In satisfying the requirements of this rule, local school districts may use criterion-referenced tests developed by the Department for that purpose, or local school districts may develop or purchase criterion-referenced tests from other sources. If a local school district chooses to develop its own tests or secure them from another source, the district shall file a plan with the Department which describes procedures which are reasonably likely to result in the development or acquisition of tests which validly and reliably assess the selected key skills and meet the following criteria:

(A) The tests must measure the key skills identified and tested by the Department at the grade levels selected for testing by the district in the subject areas of language arts/reading/English, mathematics, science, and social studies/ civics;

(B) Scoring and reporting methods must be devised which will permit school districts to monitor individual students' and groups of students' progress on the key skills and identify areas for instructional improvement;

(C) The research on the influence of cultural diversity on test performance must have been considered during test development. A recognized and appropriate judgmental or statistical methodology must have been used to investigate bias and stereotyping.

APPENDIX C (Continued)

CRITERIA AND PROCESS FOR APPROVAL

OF

CRITERION-REFERENCED TESTS FOR USE IN THE

MEASUREMENT OF KEY SKILLS

Introduction

The Excellence in Education Act of 1985 requires school districts to assess student performance on Key Skills identified by the Department of Elementary and Secondary Education (hereafter referred to as the Department) in English/reading/language arts, science, mathematics, and social studies/civics using criterion-referenced tests. These tests must be administered annually to students in at least two non-sequential levels within the grade span of two through six and to students in at least two non-sequential levels within the grade span of seven through ten.

A school district may use the Missouri Mastery and Achievement Tests (MMAT), develop its own tests, or use tests developed by a publisher, according to the provisions of the Excellence in Education Act. A district must obtain approval from the Department in order to use tests developed by the district or by a test publisher. This approval is contingent upon the district's demonstrating that certain criteria have been met.

The Criteria

The criteria a school district must meet are listed on the following pages. They are designed to ensure that all tests used to assess performance on the Key Skills demonstrate desirable technical characteristics and yield results which can be used to improve instruction.

The criteria are based on the requirements set forth in the Excellence in Education Act of 1985. They are also based on the Standards for Educational and Psychological Testing, published in 1985 by the American Psychological Association, the American Education Research Association, and the National Council on Measurement in Education. These standards represent a summary of recommended practices in test construction and test use.

Three-Stage Approval Process

A three-stage process has been established to determine whether a test battery meets the established criteria. Each stage involves different but related activities and resultant products.

The initial stage occurs before the tests are developed with the filing of Part I of the APPLICATION FOR TEST APPROVAL. The second stage involves completing and submitting Part II of the APPLICATION FOR TEST APPROVAL, once the tests have been developed and psychometric data have been obtained. The third stage occurs when the Department reviews and verifies the data which have been gathered. The criteria for approval are applied to the products resulting from the first and second stages' activities. Because each stage builds upon the preceding stage, a cumulative effect results with respect to gaining approval during progression through the three stages. A school district will be aware of the current status of its application at any time during the three-stage process.

The Application for Test Approval

Part I of the APPLICATION FOR TEST APPROVAL is to be completed and returned. The information on this part of the form will be reviewed by the Department. Actual work on the development of the test should not begin until Part I has been approved.

Part II of the APPLICATION FOR TEST APPROVAL is to be completed and submitted after the tests have been developed and administered and the data have been collected. Part II requests the district to indicate whether specific steps have been taken and, in some instances, to indicate whether certain data have been collected.

The data collected are recorded on forms provided by the Department and are retained by the district. After Part II has been reviewed by the Department, these data forms are checked. This check of the psychometric data is the third and final phase of the approval process.

For application forms or additional details concerning the process of approving district-developed or published tests for use in measuring the Key Skills, contact:

Assessment Section
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
314-751-3545

APPENDIX D

SAMPLE ASSESSMENT PLAN

This appendix contains an example of an assessment plan that meets and exceeds the Minimum Assessment Standards as well as the screening and/or evaluation requirements of Chapter 1, Special Education, Gifted Education, Early Childhood Education, Vocational Education, and Multicultural Education. The Sample Assessment Plan is included to assist districts as they update or revise their programs and is not intended to reflect either the minimum or the maximum assessment activities that a district should provide. The assessment program should be developed by a team which includes administrators, counselors, and other relevant staff members. One individual should assume the responsibility of coordinating the assessment program and ensuring that it is implemented properly. The Assessment Section of the Department of Elementary and Secondary Education is available to assist districts in the development of programs that will specifically meet each district's needs.

The identification of specific assessment instruments in this program does not reflect an endorsement of those instruments by the Department. A number of good tests and procedures are available and districts should choose those best suited to their needs. The Assessment Section of the Department of Elementary and Secondary Education is available to assist districts in reviewing specific tests.

SAMPLE ASSESSMENT PLAN

PRESCHOOL SCREENING (BIRTH TO AGE 3)

Name and Purpose of Each Instrument Used (Infants and one year olds)

❖ **Preschool Language Scale-III** - Auditory Comprehension Subscale (18 months-3 years) — to identify potential problems with the comprehension of spoken language

❖ **Denver II** — to identify potential problems in the areas of language, fine motor, gross motor and personal/social development

❖ **Parent Questionnaire (district developed)** — to gather information regarding prenatal care, birth health and developmental history, social skills, self-help skills, appearance of eyes, responsiveness to stimuli, immunizations, adaptive behavior, etc.

❖ **Tympanometry** — to identify potential problems in the middle ear

❖ **Functional Assessment of Vision including alternate cover testing** — identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching

❖ **Physical measurement** — to compare height, weight, and head circumference to expected standards

❖ **Nutritional Assessment and Diet Intake Form** — to identify possible nutritional deficits

❖ **Dental check** — to identify possible problems with teeth or gums

❖ **Observation** — to gather information about behavior, language, social skills, cognitive skills, response to voice, ability to locate sounds, general development, etc.

Name and Purpose of Each Instrument Used (2 and 3 year olds)

❖ **Preschool Language Scale-III** - Auditory Comprehension Subscale (18 months-3 years) and Expressive Communication Subscale (30 months-3 years) — to identify potential problems with expressive and receptive language in children under age 3

❖ **Test of Early Language Development - Age 3 and up** — to identify potential problems with expressive and receptive language in children age 3 and up

❖ **Denver II** — to identify potential problems in the areas of language, fine motor, gross motor and personal/social development

❖ **District Developed Parent Questionnaire** — to gather information regarding prenatal care, birth health and developmental history, social skills, appearance of eyes, responsiveness to stimuli, immunizations, self-help skills, adaptive behavior, cognition, etc.

❖ **Bracken Basic Concept Development Screen** — to identify potential problems or advanced abilities in the areas of concept or cognitive development

❖ **Pure Tone and/or Verbal Auditory Screening (VASC)** — to screen for possible deficits in hearing acuity

❖ **Lighthouse Flash Cards and/or HOTV Chart** — to screen for possible deficits in visual acuity

❖ **Functional Assessment of Vision including alternate cover testing** — to identify potential problems with vision by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching

❖ **Physical measurement** — to compare height and weight to expected standards

❖ **Nutritional Assessment and Diet Intake Form** — to identify possible nutritional deficits

❖ **Dental Check** — to identify possible problems with teeth or gums

❖ **Observation** — to gather information about a child's behavior, language, social skills, response to voice, ability to locate sounds, general physical development, etc.

<u>Utilization of Screening Results</u>

The screening team will meet to discuss each child's results and to determine an appropriate course of action for each child. Children screening low in any area or combination of areas will be rescreened at a later date. If children still appear to be having difficulty, they will be referred to appropriate persons for further assessment. Results of screenings will be used to help plan further evaluation in the following manner:

> Children scoring exceedingly low on standardized instruments and who are observed and/or reported by parents to be experiencing difficulty will receive a diagnostic assessment. As a result of this assessment, the child might eventually be placed in the school's preschool program for children with disabilities or a Headstart program.

Children who are obviously experiencing difficulty during the first screening should be referred directly to special education personnel for a multidisciplinary evaluation and not be rescreened.

Children screening low in the vision, hearing or health areas will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become a part of the multidisciplinary assessment.

Screening results will be forwarded to teachers in the district's regular preschool program for instructional use. Screening results will not be used to identify children for placement in any program.

Testing Conditions and Personnel

Screening will be conducted at the school in the spring by a multidisciplinary team which may include parent educators, early childhood teachers, the speech/language specialist, special educators, the county health nurse, the school nurse, the school psychologist, the counselor and parent volunteers. The county and school nurses will coordinate vision, hearing and health screenings. The speech/language specialist will conduct language screening and visit briefly with each child. All personnel will be responsible for keeping observational notes.

Screening will take place over a one-week period with different age groups being screened on different days. When possible, a portion of the screenings will be offered at night or on Saturday for parents who work outside the home during the week. Parents will be asked to call in advance for appointments.

Following screenings, a team of at least three individuals involved in the screening will meet to discuss the results for each child. Rescreens will be conducted as needed.

Dissemination Procedures

The district will make an effort to notify parents of upcoming screenings through a number of different channels. Local newspaper, T.V., and radio announcements will be made beginning two weeks in advance of screening and continuing through the first day of screening. Notes announcing screenings will be sent home with elementary children. Fliers announcing screenings will be placed in local store windows. Information packets describing the program and dates of screening will be given to parents during registration.

Results of screenings will be shared with parents and other appropriate individuals. A conference will be held with each child's parents to discuss results and suggest activities which may help to further the child's development. All parents will be given information about the

district's PAT program. Appropriate screening results will also be forwarded to appropriate preschool teachers for instructional use.

Inservice Needs

All staff participating in the screening for the first time will receive training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for those who have participated in previous screenings. Those team members responsible for meeting with parents will receive training in parent conferencing skills and techniques. Following screenings, parent educators will offer two evening workshops for parents to discuss child development and activities that can be done in the home to promote development.

4 AND 5 YEAR OLD/KINDERGARTEN SCREENING

Name and Purpose of Each Instrument Used

❖ **Missouri Kindergarten Inventory of Developmental Skills (KIDS) Alternate Edition (for use in spring screening)** — to identify potential problems or advanced abilities in the areas of number concepts, auditory skills, paper and pencil skills, language concepts, visual skills, and gross motor skills. Observations of conditions and behaviors during testing are recorded on the pupil record sheet.

❖ **Missouri Kindergarten Inventory of Developmental Skills (KIDS) 1978 Edition (for use in fall screening of children who were not in the district in the spring)** — same as Alternate Edition

❖ **Parent Questionnaire** — to gather information regarding prenatal care, birth health and developmental history, social skills, vision, hearing, immunizations, preschool experience, language, adaptive behavior, cognitive development, etc.

❖ **Tympanometry** — to identify potential problems in the middle ear

❖ **Pure Tone Audiometry** — to screen for possible deficits in hearing acuity

❖ **Functional Assessment of Vision including alternate cover testing** — to identify potential vision problems by examining pupillary response, corneal light reflex, blink reflex, tracking and reaching

❖ **Vision Tester** — to identify potential problems with near and far sightedness and muscle balance

❖ **Physical measurement** — to compare height and weight to expected standards

❖ **Nutritional assessment** — to identify possible nutritional deficits

❖ **Dental check** — to identify possible problems with the teeth or gums

❖ **Observation during and before testing (children will wait to be tested in a supervised room with toys and games)** — to gather information about a child's behavior, speech and language, social skills, ability to locate, general physical development, etc.

❖ **Bracken Basic Concept Development Screen** — to identify potential problems or advanced abilities in the areas of concept or cognitive development

Utilization of Screening Results

The screening team will meet to discuss test results and determine the appropriate course of action for each child. Children whose screening results indicate functioning in the average range or above will be admitted to the regular kindergarten program without further assessment at this time. For children scoring low or high on standardized assessments or for whom parent reports or observations indicate possible problems, any of the following decisions might be made:

1) Children scoring exceedingly low on standardized instruments, or who are observed or reported by parents to be experiencing difficulty may be referred for special education evaluations. Screening results will be utilized in planning evaluation.

2) Children scoring below the average range and having other assessment results which verify these scores may be referred for fall remedial program assessment.

3) Children who appear to be functioning well above average may be referred to the district's gifted program for further evaluation and possible placement.

4) Children who demonstrate potential problems with vision, hearing or health will be referred through the parents to appropriate medical personnel unless the child is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary approach.

For all children screened, recommendations will be made to parents concerning things that can be done in the home to promote child development.

Testing Conditions and Personnel

Screening will be done in the spring of each year, before school ends, by a multidisciplinary team that includes parent educators, parent volunteers, the county health nurse, the school nurse,

the school psychologist, the counselor, kindergarten and special education aides or teachers, and speech teachers. The county health and school nurse will work with parent volunteers to do vision, hearing and health screens.

When possible, a portion of the screening will be conducted at night or on a Saturday for parents who work outside the home on weekdays. Parents will be asked to call in advance for appointments.

A team of at least three individuals involved in the screening will meet to discuss results and determine appropriate courses of action. A second screening will be offered in the fall for children with questionable screening results and children who have moved into the district since the spring screen.

Dissemination Procedures

The district will make an effort to inform parents of upcoming screening through a number of different channels. Local newspaper, T.V. and radio announcements will be made beginning two weeks in advance and continuing through the first day of screening. Notes announcing screenings will be sent home with elementary children. Fliers announcing screenings will be placed in local store windows. Information packets describing the assessment program and dates of screening will be given to parents during registration.

Following each screening, a conference will be held with each child's parents to discuss results and suggest activities that can be done in the home to promote child development. At that time, parents will be informed of the dates of any further testing if necessary. Appropriate screening results will be forwarded to each child's teacher to be used for instructional purposes.

Inservice Needs

All staff involved in the screening for the first time will participate in training and guided practice concerning appropriate test administration and use, and the logistics of the screening process. A refresher workshop will be held for team members who have participated in previous screenings. Those individuals who will be responsible for meeting with parents will receive training in parent conferencing skills and techniques. Following the screening, parent educators will offer two group sessions for parents concerning child development and things that can be done in the home to promote development.

EARLY ENTRY KINDERGARTEN ASSESSMENT

The district will provide kindergarten early entry assessment upon parental request for any child whose fifth birthday falls between July 1 and September 30. Typically, fewer than 20 children a year apply for early entry in this district.

Name and Purpose of Each Instrument Used

❖ **Metropolitan Readiness Assessment Program** — to assess auditory memory, rhyming visual skills (letter recognition, visual matching), and language skills (school language, listening and quantitative language)

❖ **District-developed checklist of entry skills that a child needs in order to succeed in the school's kindergarten program (may vary from school to school)** — to determine what skills a child has attained or is lacking that might be needed for success in the kindergarten program that he or she will be entering

❖ **Language Sample (15 minutes)** — to gather information regarding expressive and receptive language development

❖ **Parent Interview/Questionnaire** — to gather information about the child's background, social skills, adaptive behavior and development

❖ **Interview/Questionnaire for preschool teacher/daycare providers (in cases where an interview is impossible, a questionnaire will be mailed when the parent requests the assessment)** — to gather information about a child's social skills, developmental level, pre-academic skills and language

❖ **Bracken Basic Concept Scale (Diagnostic)** — to assess concept development in the following areas: colors, letter identification, numbers/counting, comparisons, shapes, directions/position, social/emotional, size, texture/materials, quantity, and time sequence

❖ **Classroom observation and observation notes made during assessments** — to gather information about the child's social skills, language and behavior

❖ **Pure Tone Audiometry** — to screen for possible deficits in hearing acuity

❖ **Comprehensive Vision Screen** — to screen for possible deficits in near and far sightedness and muscle balance

❖ **Health Check** — to screen for possible health/developmental problems

Utilization of Results

Vision/hearing/health checks will be conducted the day prior to other testing to help ensure the validity of other test results. Children failing the vision/hearing/health screen will be referred to appropriate medical personnel. Children failing this screen will not be tested if potential difficulties could negatively influence test results in any way. Children not tested at this time will be tested at a later date.

All children who apply for early entry assessment prior to the regular kindergarten screening will participate in that screen. At that time, children scoring above the 4th stanine will be administered a checklist of skills specific to the school's kindergarten program. If this assessment confirms the standardized test results, then the child will be scheduled for entry into kindergarten in the fall. If not, or if the child scores below the 4th stanine, then the child's parents will receive suggestions regarding possible activities they might do in the home to help their child. The child will then participate in the fall early entry assessment.

Staffings will be conducted the afternoon of the final day of early entry assessment. All personnel involved in the testing will be asked to bring and review their results for each child. Decisions concerning inclusion/exclusion will be based on consideration of all results and will be a team decision. No cutoff scores will be established as children may score low on one or more parts of the assessment for reasons other than low ability. Children who the team feels are performing as well as, or better than, the average child entering kindergarten will be accepted.

Children with disabilities, whose birthdays fall between July 1 and September 30, must be admitted without early entry assessment if the IEP team has indicated that the child would benefit from this.

Testing Conditions and Personnel

Three days in the fall will be set aside for testing. The first day, children will be scheduled to come in at 20-minute intervals during which time they will be screened for vision/hearing/health concerns and parent/preschool teacher interviews will be conducted.

The second day of testing, children will arrive at 7:30 a.m. and be served breakfast. Those who missed the previous day's vision/hearing screening will be asked to come at 7:00 a.m. and will be screened then. At 8:00 a.m., children will be divided into two equal groups. Two elementary teachers will take half of the children to a separate room and administer the Metropolitan in a group format. Breaks with snacks will be given as needed. When this group of children finishes at about 10:00 a.m., they will be allowed to go home.

The second group of children will go to a kindergarten room with one of the kindergarten teachers. They will be allowed to interact with each other; a variety of toys/activities will be available. The kindergarten teacher will complete an evaluation form for each child and make anecdotal notes. At 8:00, four children will be pulled out of this group for testing. One of these children will work with the other kindergarten teacher to complete the district checklist. One will do a 15-minute language sample with the speech/language specialist and the other two will take the Bracken with the counselor or a special education teacher. After about 15 minutes, the children taking the district checklist and the language sample will change positions. At the end of 30 minutes, these children will change positions with the children taking the Bracken. This process will continue until all four children have participated in each activity. The children will

then return to the observation room and four more will be tested. Two parent volunteers will coordinate the movement of children.

On the third day, the group of children who took the Metropolitan on day two will be administered the district checklist, the language sample, and the Bracken and vice versa, in the same manner.

Dissemination Procedures

One individual will be designated to coordinate early entry assessment and will be responsible for scheduling, ordering assessments, filling out identifying information on protocols, etc. A team member will arrange a conference with each parent to explain the test results and the decisions made by the team.

Inservice Needs

Each team member will be trained in advance as needed concerning the administration and interpretation of his or her part of the assessment process. Training will also be provided regarding inter-disciplinary assessment and decision making. Individuals responsible for meeting with parents will receive training in parent conferencing skills and techniques.

PRE-KINDERGARTEN REMEDIAL PROGRAM TESTING

Name and Purpose of Each Instrument Used

❖ **Parent Questionnaire/Interview** — to gather information about the child's developmental, language, cognitive and academic skills

❖ **Preschool Teacher/Daycare Provider Questionnaire** — to gather information about the child's reading, math, and language arts skills and interests

❖ **District developed checklist of entry skills that a child needs to succeed in the school's kindergarten program** — to determine what skills a child has attained or is lacking that might be needed for success in the specific kindergarten program offered by the district

❖ **Observation during testing (children will wait during the assessment in a supervised room with toys and games)** — to gather information about the child's behavior, speech and language, and social skills

Utilization of Results

Combined information from checklists, interviews, questionnaires, and observation will be used to place children into the Chapter 1 extended day kindergarten program. All information gathered will be considered by the team in making these decisions.

Children not placed in Chapter 1 will enter the regular kindergarten program. Assessment results will be used by the teacher to make instructional decisions.

Placement into Chapter 1 programs or the regular classroom should be considered tentative, based on performance. Children should move between the two programs as needed.

Testing Conditions and Personnel

Assessment will be conducted the first day of Early Entry Assessment in the fall by the kindergarten, 1st grade and Chapter 1 teachers. One individual will be designated as being in charge of this assessment and will be responsible for ordering, scheduling, coordinating and notification. All individuals involved in the process will meet to review results and determine placement.

Dissemination Procedures

Parents will be notified at the regular kindergarten screening of the date for this assessment. They will also receive a letter reminding them of the assessment dates.

Teachers will meet with the parents of each child following the assessment to review results and placement decisions.

Inservice Needs

All staff participating in this assessment will be trained in interviewing and observation techniques. Individuals involved in meeting with parents will be trained in parent conferencing.

KINDERGARTEN

Name and Purpose of Each Instrument Used

❖ **District developed checklist of skills that a child should have mastered by the end of the kindergarten program (given in spring to all children)** — to assess the attainment of skills considered important for children to have mastered during the kindergarten year

❖ **Observation, evaluation of classroom performance, formative testing, diagnostic teaching** — to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

Utilization of Results

Results of all assessment procedures will be used in combination to help identify children who may be in need of 1st grade Chapter 1 programs. Those children referred for 1st grade remedial program testing will be assessed using similar procedures as those used to identify children for kindergarten Chapter 1 programs.

Checklist results will be used by the first grade teachers to assist in planning instruction for students. Kindergarten teachers will use checklist results to help in evaluating curriculum and instruction. The screening team will also review checklist results to aid in making decisions, identifying alternative intervention strategies, and planning individual evaluations designed to meet students' individual needs.

The screening team will utilize all available information to make decisions regarding students who may have disabilities or who may be eligible for remedial, gifted or multicultural education.

Testing Conditions and Personnel

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed.

The district developed checklist will be administered in the spring by the kindergarten teachers. The information obtained will be used to assist the teacher in identifying children in need of further testing.

Dissemination Procedures

Teachers should inform parents at the beginning of the year about the things children will be learning and doing throughout the year and about what they can do to help. Parents should be updated regularly regarding student progress.

Parents whose children are referred for remedial program assessment will be informed of the results of that assessment.

Inservice Needs

Teachers will receive training in parent conferencing skills. All staff will participate in inservices offered by the special needs staff on topics such as recognizing children with special needs, utilizing alternative intervention strategies, the referral process and dealing with special needs children in the classroom.

PRE-FIRST GRADE EARLY ENTRY ASSESSMENT

Name and Purpose of Each Instrument Used

❖ **Metropolitan Readiness Assessment Program** — to assess auditory skills, visual skills, language skills and quantitative skills

❖ **District developed checklist of skills that a child needs to have mastered by the end of kindergarten to succeed in the school's first grade program** — to determine what skills a child has attained or is lacking that might be needed in the specific first grade program that he or she will be entering

❖ **Language Sample** — to gather information about the child's expressive and receptive language development

❖ **Parent Interview/Questionnaire** — to gather information about the child's background, development, social skills, adaptive behavior, etc.

❖ **Interview/Questionnaire for kindergarten or preschool teacher/daycare provider** — to gather information about the child's social and academic skills, development, behavior and language

❖ **Bracken Basic Concept Scale (Diagnostic)** — to assess concept development in the following areas: colors, letter identification, numbers/counting, comparisons, shapes, directions/position, social/emotional, size, texture/material

❖ **Classroom observation and observation notes made during assessment** — to gather information about the child's social skills, language and behavior

❖ **Pure Tone Audiometry** — to screen for possible deficits in hearing acuity

❖ **Comprehensive Vision Screen** — to screen for possible deficits in near and far sightedness and muscle balance

❖ **Health Check** — to screen for possible health and development problems

Utilization of Results

Vision, hearing, and health checks will be conducted prior to other testing to ensure that problems in these areas will not interfere with other test results. Children failing the vision, hearing or health screen will be referred to appropriate medical personnel. If problems noted might interfere with testing, then the child will not be tested further at this time.

Staffings will be conducted following this assessment. All personnel involved in testing will be asked to bring and review their results for each child. Decisions concerning inclusion/exclusion will be based on consideration of all results and observations and will be a team decision. No cutoffs will be established as children may score low on one or more parts of the assessment for reasons other than low ability. Children who the team feels are performing as well as, or better than, the average child entering 1st grade will be accepted.

Testing Conditions and Personnel

Because the district has very few requests for first grade early entry assessment, the specific testing conditions and personnel will be determined based on the number of children needing to be assessed.

Dissemination Procedures

One person will be designated to be in charge of early entry assessment and will be responsible for scheduling, seeing that assessments are ordered, filling out identifying information on protocols, and coordinating the process.

An assessment team member will arrange a conference with each parent to explain the test results and the decisions made by the team.

Inservice Needs

Each team member will be trained in advance as needed concerning the administration and interpretation of his or her portion of the assessment process. Training will also be offered concerning interdisciplinary assessment and decision making.

All individuals responsible for meeting with parents will have the opportunity to participate in training regarding parent conferencing skills.

FIRST GRADE

Name and Purpose of Each Instrument Used

❖ **Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral** — to provide information about speech and language, behavior, health, vision, academic performance, learning and cognition that will aid in screening students for special programs

❖ **Vision/Hearing/Health Screen** — to screen for possible disorders in hearing and visual acuity, muscle balance and health

❖ **First Grade Reading and Mathematics Test (given to all students in first grade Chapter 1 programs and all students thought to be in need of second grade Chapter 1 services)** — to measure reading, language arts and math skills as needed for Chapter 1 programs

❖ **District-developed checklist of skills that a child needs to have mastered by the end of first grade to succeed in the school's second grade program** — to determine what skills a child has attained or is lacking that might be needed for success in the specific second grade program offered by the school

Utilization of Results

Assessment results will be used by the first grade teacher to help in planning and evaluating curriculum and instruction.

Results of the First Grade Reading and Math Test will be used to help in determining which students are in need of second grade Chapter 1 services.

Checklist results will be used along with data gathered informally and parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations designed to meet strategies, and planning individual evaluations designed to meet the students' individual needs. The screening team will utilize all available information to make decisions regarding students who may have disabilities or who may be eligible for remedial, gifted, or multicultural education.

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Testing Conditions and Personnel

The classroom teacher will be responsible for providing informal reading assessment. The first grade Chapter 1 teacher will be responsible for administering the First Grade Reading and Math Test to appropriate students during the MMAT testing window. The school nurse will conduct vision and hearing screens and health checks during registration or at the beginning of the school year.

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative interventions and participating on evaluation teams as needed.

Dissemination Procedures

The classroom teacher will provide parents with a list of things that will be taught during the year in each subject area. Parents will be regularly informed of their children's progress. The Chapter 1 teacher will inform parents of those children taking the First Grade Reading and Math Test of assessment dates and will meet with parents to discuss test results.

Inservice Needs

Elementary teachers will receive extensive inservice regarding the diagnosis and correction of reading disorders. All staff will participate in inservice offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom.

GRADES 2 THROUGH 6

Names and Purpose of Each Instrument Used

❖ **Missouri Mastery and Achievement Tests (MMAT)** — to evaluate individual students' performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in guidance and counseling; and to aid in the screening and selection of students for special programs

❖ **Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral** — to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

❖ **Pure Tone Audiometry** — to screen for possible deficits in hearing acuity

❖ **Vision Tester** — to screen for possible problems with near sightedness, far sightedness, and muscle balance

❖ **Health Check** — to screen for possible health disorders

Testing Conditions and Personnel

The MMAT will be given over a four-day period. Practice tests for grades 2-6 will be administered the week before the MMAT is given. The MMAT will be given in the classroom by the child's teacher. Efforts will be made to ensure that the testing environment is comfortable and free from distractions. The teacher will remain in the classroom at all times while the test is being administered.

IEP students and speakers of other languages who require modification in testing will be grouped according to their testing needs when possible. Tests for these students will be administered by the special education and multicultural education resource teachers in their respective classrooms.

At each building, the counselor will be responsible for distributing and collecting tests and for ensuring ease in administration. The counselor will work with special education and multicultural education teachers to assist in following appropriate procedures in modifying administration.

The district designated test coordinator will be responsible for ordering testing materials, distributing them to schools and coordinating district-wide test administration.

The school nurse and an assistant will conduct vision and hearing screens during registration or at the beginning of each school year. One classroom at a time will go to the gym. Children will be called two at a time to go to separate rooms for screening.

All educational staff will be responsible for assisting the screening team by monitoring students' progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed.

Utilization of Results

Before school starts each year, teachers will receive the Individual Student Reports for each student coming into their classrooms. Teachers will be encouraged to verify and supplement these results using other achievement data and formative test results and to provide instruction as needed.

Each teacher will also receive a copy of the Pupil List Report and the Grade Level Key Skill Report for the grade they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Additionally, each teacher will be encouraged to use test results to set goals for the following year.

Counselors will review the MMAT in conjunction with grades, etc., to help students understand their academic needs and achievement and make wise personal choices. Curriculum committees will review the MMAT results to aid in evaluation of the district's curriculum.

MMAT results will be used along with data gathered informally and from parent/teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies and planning individual evaluations. The screening team will utilize all available information to make decisions regarding students who may be in need of special education services, remedial education, gifted education, or multicultural education.

Children who do not pass any part of the vision or hearing screen, or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Dissemination Procedures

At the beginning of each school year, all parents will be notified regarding the skills their children will be expected to master during the school year. Parents will be regularly updated regarding their children's progress toward meeting these goals. The child's teacher will be responsible for initiating contacts.

Two weeks prior to MMAT testing, all parents will receive a letter notifying them of test dates, explaining the purpose of the test and describing what they can do to help prepare their child for testing (sample letter is included in Appendix M). One week prior to testing, a notice will be placed in the paper indicating that testing will occur and describing the purposes of testing.

Following the return of the test results, parents will be invited to attend an evening meeting at the school. At this meeting, test results will be distributed and explained. Parents will be given an opportunity to visit with teachers about their children's results and information regarding things they might do over the summer to help their children with key skills not mastered.

If MMAT results come back before the end of the year, teachers will visit with each child about skills mastered and not mastered. Children will receive feedback throughout the year regarding their progress toward mastering both tested and non-tested goals.

The district will prepare a press release including appropriate MMAT trend data and interpretations.

Inservice Needs

Teachers will participate in a workshop offered by the Department designed to help them use the MMAT results effectively in the classroom to evaluate individual student performance, curriculum and instruction. The district MMAT coordinator will annually inservice teachers regarding appropriate test administration and use.

All staff will participate in inservices offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs children in the classroom.

Evening discussions will be offered for parents on the following topics: 1) child development, 2) understanding test results, and 3) helping the child in the home to master key skills.

The counseling staff will provide inservices to teachers on a regular basis regarding the teaching of test taking skills and study skills.

GRADES 7-12

Name and Purpose of Each Instrument Used

❖ **MMAT (Grades 7-10)** — to evaluate individual student performance; to evaluate curriculum and instruction at the classroom, building, and district levels; to assist in the guidance and counseling of students; and to aid in the screening and selection of students for special programs

❖ **Observation, evaluation of classroom performance, formative testing, diagnostic teaching, parent/teacher referral (Grades 7-12)** — to provide information about speech and language, behavior, health, vision, academic performance, hearing and cognition that will aid in screening students for special programs

❖ **Pure Tone Audiometry (Grades 7-12)** — to screen for possible deficits in hearing acuity

❖ **Vision Tester (Grades 7-12)** — to screen for possible problems with near sightedness, far sightedness and muscle balance

❖ **Health Check (Grades 7-12)** — to screen for possible health disorders

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❖ **Strong-Campbell Interest Inventory (Grades 8 and 12)** — to identify possible areas of preliminary vocational interest.

❖ **Differential Aptitude Test, Forms V and W (Grades 9 and 12)** — to identify areas of potential vocational aptitude

❖ **PACT/ACT/PSAT/SAT (Grades 9-12 as appropriate to meet individual student needs)** — All students will be strongly encouraged to take these tests, starting in the 9th grade so that those later deciding to go to college can have the best possible scores.

Testing Conditions and Personnel

The MMAT will be given in the classroom by the students' homeroom teachers (grades 7-8) or first hour teacher (grades 9-10). Efforts will be made to ensure that the testing environment is comfortable and free of distractions. The teacher will remain in the classroom at all times while the test is being given. The test will be administered over a four-day period.

IEP students and speakers of other languages who require modification in testing will be grouped according to their testing needs when possible. Tests for these students will be administered by the special education and multicultural education resource teachers in their respective classrooms.

The counselor at each building will be responsible for distributing and collecting tests and for ensuring ease of administration. The counselor will work with special and multicultural education teachers to help them in following appropriate procedures when modifying test administration.

The district designated test coordinator will be responsible for ordering interest inventories and aptitude batteries and distributing them to the counselors in each building. The counselors will be responsible for ensuring that students are aware of the opportunity to take optional tests, and for administering the tests according to district policy.

All education staff will be responsible for assisting the screening team by monitoring student progress, making referrals, instigating alternative intervention strategies and participating on evaluation teams as needed.

The school nurse and an assistant will conduct vision and hearing screens and health checks during registration or at the start of the school year.

Utilization of Results

Before each year, teachers will receive the individual student reports for each student coming into their classrooms. Teachers will be encouraged to verify and supplement these results with other achievement data and formative test results and provide instruction as needed.

Teachers will receive a copy of the Pupil List Report and Grade Level Key Skill Report for the grades and subjects they teach. Teachers will be encouraged to use these results along with other information to review their classroom curriculum and instruction and make modifications as needed. Teachers will also be encouraged to use the test results to set goals for the following year.

Curriculum committees for each subject will review the MMAT results to aid in evaluating the district's curriculum. Where necessary, modifications in curriculum or instructional emphasis may occur. Curriculum committees will work across grade levels and subject areas to ensure coordination.

Results of the MMAT, interest inventories and aptitude batteries will be utilized in conjunction with other information to help students plan their educational programs and make wise personal and career decisions. Standardized test results will never be used alone to guide students into careers or courses.

Standardized test results will be used along with data gathered informally and from parent/ teacher referrals to assist the screening team in making decisions, identifying alternative intervention strategies, and planning individual evaluations. The screening team will utilize all available information to make decisions regarding students who may be in need of special educational services, remedial education, gifted education, vocational education or multicultural education.

Students who do not pass all parts of the vision or hearing screen or who are observed to be in poor health will be referred through their parents to appropriate medical personnel, unless the student is suspected of having disabilities, in which case the evaluation procedures become part of the multidisciplinary assessment.

Dissemination Procedures

Dissemination procedures for the MMAT will be the same as for grades 2-6.

Students will be made aware of the opportunity to take optional tests through the following procedures:

1) Information about each optional test will be included in the student handbook.

2) A letter describing optional tests, when they will be given and how they are used will be sent to parents at the beginning of the year.

3) Counselors will make brief presentations to classrooms describing upcoming tests and why students might want to take them.

4) Test times, locations and administration procedures will be announced daily in the bulletin for three days before the student is required to act.

Counselors and teachers will be responsible for going over the results of each test with the students. This can be done in groups or individually, as long as interpretation is thoroughly explained.

At the start of the 9th grade, counselors will meet with each student to develop a tentative 4-year plan. Test results, grades, interests and student preferences will all be taken into account. The plan will be revised annually with the student based on updated information and interest.

Test data will be kept in the student file and released as requested upon student consent.

Inservice Needs

Teachers will participate in a workshop offered by the Department designed to help them use the MMAT results effectively in the classroom to evaluate individual student performance, curriculum and instruction. The district MMAT coordinator will annually inservice teachers regarding appropriate test administration and use.

All staff will participate in inservices offered by the special needs staff on topics such as: recognizing children with special needs, utilizing alternative intervention strategies, the referral process, and dealing with special needs students in the classroom.

Evening discussions will be offered for parents on understanding test results and helping the student master key skills.

The counseling staff will provide regular inservice to teachers regarding the teaching of study skills and test taking skills. Counselors will teach units for students in the classrooms on study and test taking skills.

APPENDIX E
SAMPLE TESTING CALENDAR

The sample Testing Calendar, like the Sample Assessment Plan, is intended to provide an example which meets or exceeds Minimum Assessment Program Requirements. To be effective, the calendar developed by an individual district must reflect the individual characteristics, needs and resources of that district.

● Wednesday, July 25 — Announcement of Fall Screening

Activity: Notices sent to media announcing fall screening for kids moving into the district after the spring screening. Posters announcing the screening placed in store windows.

Coordinator: Elementary Counselor

Staff Responsible: Kindergarten Teacher

● Tuesday, August 1 — Notice of Early Entry Assessment

Activity: Notices of Early Entry Assessment mailed to parents requesting testing.

Coordinator: Elementary Counselor

Staff Responsible: Elementary Counselor

● Wednesday, August 2 — Notice of Remedial Program Assessment

Activity: Notices of remedial program or Chapter 1 kindergarten assessment mailed to parents.

Coordinator: Elementary Counselor

Staff Responsible: Elementary Counselor

● Wednesday, August 9 — Staff Training

Activity: Training for all individuals involved in the fall kindergarten screening, remedial program assessment and early entry assessment in the areas of administration, scoring and interpretation of instruments and procedures; interdisciplinary team assessment; and parent conferencing.

Coordinator: Elementary Counselor

Staff Responsible: District Assessment Coordinator, Counselors

● **Thursday, August 10 — Kindergarten Screening (a.m.) and Staffing (p.m.)**

Activity: Missouri KIDS (1978), parent questionnaire, vision/ hearing/health assessments, Bracken (screen), observation, screening staffings.

Coordinator: Kindergarten Teacher

Staff Responsible: Parent Educators, Kindergarten and Special Education Aides, Kindergarten Teacher, County Health and School Nurses, Elementary Counselor and Parent Volunteers

● **Friday, August 11 — Parent Conferences**

Activity: Fall kindergarten screening conferences to share results, recommendations and suggestions for promoting development in the home.

Coordinator: Kindergarten Teacher

Staff Responsible: Elementary Counselor and Kindergarten Teacher

● **Saturday, August 12 — Kindergarten Screening and Staffing**

Activity: Alternate screening date for parents who are unable to arrange for children to be screened during regular session.

Coordinator: Kindergarten Teacher

Staff Responsible: Kindergarten Teacher, County and School Nurses, Counselor

● **Monday, August 14 — Early Entry Kindergarten Assessment (Early Entry First Grade Assessment if Needed)**

Activity: Vision/hearing/health screening, parent interviews, collection of preschool teacher/daycare provider questionnaires.

Coordinator: Elementary Counselor

Staff Responsible: County Health and School Nurses, Parent Volunteers, Elementary Counselor

● **Tuesday, August 15 — Early Entry Kindergarten Assessment**

Activity: Metropolitan Readiness Test (Group 1); district checklist, language sample, Bracken, observation (Group 2).

Coordinator: Elementary Counselor

Staff Responsible: First Grade Teachers, Kindergarten Teacher, Speech Teacher, Elementary Counselor, Parent Volunteers

● **Wednesday, August 16 — Early Entry Kindergarten Assessment (a.m.) and Staffing (p.m.)**

Activity: Metropolitan Readiness Test (Group 2); district checklist, language sample, Bracken, observation (Group 1); and staffing.

Coordinator: Elementary Counselor

Staff Responsible: First Grade Teachers, Kindergarten Teacher, Speech Teacher, Counselor, Parent Volunteers

● Thursday, August 17 — Remedial Program or Chapter 1 Assessment

Activity: (For children identified as having difficulty during spring or fall kindergarten screens) parent questionnaire, collection of preschool teacher/daycare provider questionnaires, district checklist.

Coordinator: Chapter 1 Teacher

Staff Responsible: Chapter 1 Teacher, Kindergarten Teacher

● Friday, August 18 — Parent Conferences

Activity: Conferences to share results and recommendations from early entry, fall remedial program testing and alternative kindergarten screenings.

Coordinator: Elementary Counselor

Staff Responsible: Elementary Counselor

● Thursday, August 24 — Pre-school Inservices

Activity: Workshops including "Using MMAT Results Effectively in the Classroom," "Parent Conferencing," and "Working with Mainstreamed Children in the Classroom."

Coordinator: Professional Development Committee Chairperson

Staff Responsible: Speakers from the Department; Community College Professors; and L.D., B.D. and E.M.H. teachers

● **Friday, August 25 — Pre-school Inservices**

Activity: Workshops including "Diagnosis and Correction of Reading Disorders in the Classroom" and "Teaching Study/ Test Taking Skills."

Coordinator: Professional Development Committee Chairperson

Staff Responsible: Chapter 1 Teacher, Counselor

Monday, August 28 — First Day of School

● **Monday, August 28-Friday, September 1 — Parent Contacts**

Activity: Initial contact with parents to share goals and objectives for the year.

Coordinator: Administrator

Staff Responsible: All Teachers K-12

● **Tuesday, September 5-Friday, September 8 — Vision/Hearing/Health Screens**

Activity: Screening for all students grades 1-12

Coordinator: School Nurse

Staff Responsible: School Nurse, Assistants

● **Thursday, September 7 — Parent Workshop**

Activity: Evening workshop — "Promoting Learning in the Home."

Coordinator: Professional Development Committee Chairperson

Staff Responsible: Elementary, Middle and Secondary Counselors

● **September 1-September 30 — Test Taking/Study Skills Units**

Activity: Units taught by counselors in all classrooms

Coordinator: High School Counselor

Staff Responsible: Elementary, Middle and Secondary Counselors

● **Monday, October 2 — Assessment Announcements Begin**

Activity: Efforts begin to inform students and encourage them to take optional tests outlined in the district assessment program.

Coordinator: High School Counselor

Staff Responsible: Middle and High School Counselors

● **Saturday, October 21 — PSAT/NMSQT Offered**

Activity: District test date open to all interested students.

Coordinator: High School Counselor

Staff Responsible: High School Counselor

- **Tuesday, October 24 — PACT Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

- **Saturday, October 28 — ACT Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

- **Saturday, November 4 — SAT Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

- **Thursday, December 7 — Parent Workshop**

  Activity: Evening workshop — "Study Skills Strategies."

  Coordinator: Professional Development Committee Chairperson

  Staff Responsible: Elementary, Middle and Secondary Counselors

- **Tuesday, December 12 — Strong Campbell Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

- **Wednesday, December 13 — Differential Aptitude Test Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

- **Monday, March 19 — MMAT and 1st Grade Test Announcement**

  Activity: Letters mailed to parents.

  Coordinator: MMAT Test Coordinator

  Staff Responsible: MMAT Test Coordinator

- **Monday, March 26 — MMAT Public Announcement**

  Activity: Notices sent to media.

  Coordinator: MMAT Test Coordinator

  Staff Responsible: MMAT Test Coordinator

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- **Monday, March 26-Friday, March 30 — MMAT Preparation**

  Activity: Instruction on mechanical aspect of taking tests and review of test taking skills.

  Coordinator: Individual Teachers

  Staff Responsible: Teachers

- **Wednesday, March 28 — MMAT Preparation**

  Activity: Practice tests for grades 2-6.

  Coordinator: MMAT Test Coordinator

  Staff Responsible: Teachers

- **Thursday, March 29 — Teacher Inservice**

  Activity: Workshop on test administration/test security.

  Coordinator: MMAT Test Coordinator

  Staff Responsible: MMAT Test Coordinator/Counselors

- **Saturday, March 31 — SAT Offered**

  Activity: District test date open to all interested students.

  Coordinator: High School Counselor

  Staff Responsible: High School Counselor

● **Monday, April 2-Friday, April 6 — MMAT/1st Grade Test Administration**

Activity: Administration of 1st Grade Test to the applicable pool of students and the MMAT to all students grades 2-10.

Coordinator: MMAT Test Coordinator, Counselors

Staff Responsible: Teachers

● **April 2-End of School — Plan Revision**

Activity: Development and/or revision of 4 year plans for all secondary students.

Coordinator: High School Counselor

Staff Responsible: High School Counselor

● **Saturday, April 7 — ACT Offered**

Activity: District test date open to all interested students.

Coordinator: High School Counselor

Staff Responsible: High School Counselor

● **Monday, April 30 — Spring Kindergarten Screening Announcement**

Activity: Media notices regarding spring kindergarten and preschool screenings sent; notes announcing screenings sent home with elementary children; posters announcing screenings placed in store windows.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educators

● **May 1-May 30 — District Checklist Completed**

Activity: Completion of district developed checklist of skills children should have attained during the school year for all kindergarten and first grade students.

Coordinator: Kindergarten, 1st Grade and Chapter 1 Teachers

Staff Responsible: Elementary Counselor and other individuals previously involved in the process

● **Monday, May 14 — Preschool Screening for Birth-1 (a.m.) and Staffing (p.m.)**

Activity: Administration of Denver II, PLS-III, parent questionnaire, vision/hearing/health screen.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educator, Early Childhood Teacher, Special Educators Speech/Language Specialist, Elementary Counselor, County Health and School Nurses, Parent Volunteers

● **Tuesday, May 15 — Preschool Screening for [illegible] and Staffing (p.m.)**

Activity: Administration of Denver II, PLS-III (2 year olds), Test of Early Language Development (3 year olds), parent questionnaire, Bracken (Screen), vision/hearing/health screens.

Coordinator: Senior Parent Educator

Staff Responsible: Kindergarten Aides/Early Childhood Teachers, Headstart Staff, Speech/Language Specialist, Parent Educators, Elementary Counselor, County Health and School Nurses, Volunteers

● **Wednesday, May 17-Thursday, May 18 — Kindergarten Screening (Day and Evening)**

Activity: Administration of KIDS (Alternate Edition), parent questionnaire, Bracken (Screen), vision/hearing/health screen.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educators/Special Education Aides/Headstart Staff, Kindergarten Teachers, County Health/School Nurse, Parent Volunteers

● **Thursday, May 18 — Kindergarten Screening Staffing**

Activity: Staffing for kindergarten screening.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educators, Counselor, Headstart Staff, Nurse and Kindergarten Teachers

● **Friday, May 19 — Parent Conferences**

Activity: Conferencing for Chapter 1, preschool and kindergarten screenings to share results, recommendations and suggestions for promoting development in the home.

Coordinator: Senior Parent Educator

Staff Responsible: Elementary Counselor, Kindergarten Teachers and Parent Educators

● **Tuesday, May 29 — Parent Workshop**

Activity: Evening workshop to return and explain MMAT results, provide information regarding what can be done over the summer to help children master unmastered key skills.

Coordinator: Professional Development Committee Chairperson

Staff Responsible: Counselors, MMAT Test Coordinator, and 1-2 teachers per grade level to help answer specific questions.

● **May or June — Board Meeting**

Activity: Discussion of MMAT results.

Coordinator: Administrator

Staff Responsible: MMAT Test Coordinator, Administrator and Head of Curriculum Committee

● **Wednesday, May 30 — Parent Workshop**

Activity: Early childhood parent workshop to discuss child development.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educators

● **Thursday, May 31 — Parent Workshop**

Activity: Early childhood parent workshop to discuss promoting child development in the home.

Coordinator: Senior Parent Educator

Staff Responsible: Parent Educators

NOTE: Coordinators in all areas are responsible for ordering, publicizing, scheduling, coordinating, and staffing activities.

APPENDIX F

SAMPLE POLICY ON TEST SECURITY

This update in the sample test security policy reflects recent changes in MMAT administration. Because districts may now purchase MMAT booklets and retain them in the district for several years, it is particularly necessary to enforce a rigorous test security policy. While the following policy specifically addresses MMAT administration, it is assumed that similar security procedures would be followed for any standardized test administered in a district. The sample policy may not be effective in all aspects to every district; however, it does serve to offer some guidance to districts formulating new test security policies or updating current policies. Current assessment standards require each district to incorporate a test security policy such as this one into its assessment plan. All staff members should be familiar with the contents of the test security policy.

Storage of Test Booklets Purchased by the District

1. Immediately upon receipt of purchased test booklets, the district testing coordinator or administrator responsible for the testing program will count and record the number of booklets received for each grade level.

2. All Missouri Mastery and Achievement Test (MMAT) and other standardized test booklets purchased by the district will be stored in a locked storage facility in the district's central office. All booklets will remain in this facility at all times except during those times specifically designated for standardized testing.

3. Only the district testing coordinator and the superintendent will have access to test booklets.

4. No teacher shall have access to test booklets before the designated testing dates.

5. Teachers will have access at all times to the full text publications of the Core Competencies and Key Skills for Missouri Schools.

Storage of Other Testing Materials Prior to Administration

Districts selected for the state sample at grades 8 and/or 10, as well as those districts scheduled for Missouri School Improvement Program Reviews during the following year, will receive an alternate form of the MMAT. These booklets will not be retained by the district, but will be returned to the Center for Educational Assessment following administration of the test.

Additionally, districts will continue to order consumable test materials for the Grade 2 MMAT and First Grade Reading and Mathematics Test on a yearly basis. Test security measures outlined in this section pertain to these testing materials.

1. When testing materials arrive at the district, the testing coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.

2. The testing coordinator or building administrator responsible for the program will assume responsibility for contacting the Center for Educational Assessment if the number of testing materials is inaccurate and for providing secure storage of any materials received as a result of this contact.

3. After the initial check and sorting, testing materials will be stored in a locked storage closet in the superintendent's office. Testing materials will then remain untouched until they are distributed the day of test administration (except for those materials described in the following section).

4. As with district-owned test booklets, only the designated testing coordinator and the superintendent will have access to test materials.

Instructions for Test Administration

1. All standardized tests will be administered in the classroom by the regular classroom teacher in grades K-5, by the homeroom teacher in grades 6-8, and by the first hour teacher in grades 9-12. When necessary, end-of-period bells will be altered to accommodate the testing scheduled or eliminated altogether to reduce distraction.

2. Testing materials will be delivered to each building two days before the test. The counselor will be responsible for recording the number of test materials per grade level received in that building. Test materials will then be stored in a locked cabinet in the counselor's office.

3. Appropriate teachers will receive Grade 2 MMAT booklets, First Grade Reading and Math Test booklets, and Grade 3 MMAT answer sheets one day prior to testing so that they may complete demographic information and first and second grade students may write their names on test booklets. Testing materials will be returned to the counselor's office immediately after all necessary information has been completed. The counselor will be responsible for ensuring that all tests have been returned and that only demographic information has been completed. Test booklets will then be returned to teachers the morning testing is scheduled to begin.

4. All test materials will be distributed to test administrators immediately prior to testing. Students will not receive test booklets until time for testing to begin.

5. All individuals administering the MMAT or any standardized test will strictly follow the procedures outlined in the test administration manual. Test administrators will actively monitor students during the entire duration of the test.

6. Building administrators and the testing coordinator will move between classrooms during test administration to assist in monitoring and to provide assistance as needed.

7. If a standardized test is to be administered over a series of days, teachers will immediately return test materials to the counselor's office. The counselor will count the materials and store them in a locked cabinet until the beginning of the next day's testing session.

Collection and Storage of Test Materials Following Testing

1. Answer sheets and test booklets will be collected from test administrators in each building immediately following the last testing session. The counselor will be responsible for counting test materials, organizing them according to instructions, and storing them in a secure area.

2. The testing coordinator will collect all test materials from each building on the last day of testing and return them to the secure facility in the district's central office.

3. The testing coordinator will again re-count all test booklets and answer sheets, record counts and check them against pre-administration counts.

4. Answer sheets, Grade 2 MMAT booklets, First Grade Reading and Math Test booklets, and alternate MMAT booklets used for state sample and Missouri School Improvement Program testing will be sorted and packaged by the testing coordinator according to instructions and will be sent for scoring as expediently as possible while allowing for make-ups.

5. MMAT test booklets owned by the district will be returned to the central office storage facility where they will remain until the following year's testing begins.

6. All MMAT make-ups will be given over two consecutive days the week following the general administration of the test. Students in each building will be grouped together for testing. A designated individual in each building will administer the test according to specified administration procedures, taking all aforestated precautions to insure test security. Test materials will be counted before distribution to each building and after collection and both counts documented.

Sanctions Against Unfair Practices

1. The security measures outlined in this document should help prevent unfair practices; however, should they occur, the sanctions specified in this section will be put into motion. Following is a list of unfair practices which this district considers inappropriate.

   A. Copying any part of a standardized test booklet for any reason,
   B. Removal of a test booklet from the secure storage area except during test administration,
   C. Failure to return all test booklets following test administration,
   D. Directly teaching any test item included on a standardized test,
   E. Altering a student's responses to items on an answer sheet,
   F. Indicating to students during testing that they have answered items incorrectly; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy each other's work; or altering test administration procedures in any other way to give students an unfair advantage,
   G. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

2. If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, one week's pay will be withheld from the checks of all individuals involved and the Department of Elementary and Secondary Education will be notified. Depending on the final determination of the gravity of the breach of ethics, individuals may be fined or have their teaching certificates revoked by the State Board of Education.

Special Note: Much of the information outlined in this document does not apply when testing IEP or LEP students. Modification of MMAT testing procedures for IEP or LEP students is allowable under the conditions specified in the MMAT Examiner's Manual.

APPENDIX G

SUGGESTIONS FOR CREATING AN EFFECTIVE TESTING ENVIRONMENT

Although a certain amount of error is inherent in all standardized tests, it is possible to minimize known sources of testing error. A portion of testing error can often be attributed to students' negative attitudes, emotional states, or physical states when taking the test or to adverse conditions in the testing environment. Teachers should attempt to create a relaxed, positive testing environment, and to promote students' emotional and physical preparedness for testing. Following are suggestions which teachers should consider in preparing for testing.

Promoting Positive Attitudes

1. Communicate to your students about the test in positive, enthusiastic terms (both verbally and non-verbally). Your attitude is contagious. If students sense that you are uneasy or unhappy about the test, they will become more anxious, as well.

2. Inform students well in advance that they will be taking the test. Familiarize them with the schedule and the location in which they will take the test.

3. Discuss with students the purpose of the test. Many students fear tests because they feel the results will reflect poor performance. Teachers should promote test taking as a way to "help them help their students." For example, teachers may illustrate for students the way in which they use MMAT reports to help meet individual needs and enhance individual strengths.

4. Teach test taking skills. Training in handling standardized testing situations (familiarizing students with answer sheet formats, directions, etc.) helps decrease test anxiety and increase confidence.

5. Teachers should use as many incentives as possible to make testing a positive experience. It often helps to bake cookies for students on test days, or allow students to participate in a special activity between test administrations.

6. Students often need reassurance that they are not expected to know answers to all the questions on a test and that they can do well even if they find certain questions difficult.

7. Many students hinder their test performance by ruminating on a few difficult questions at the expense of other questions they could more easily answer. Teachers should monitor the testing situation actively and encourage students to thoughtfully attempt difficult questions and move on to other questions.

8. Teachers should ensure that students understand instructions before beginning the test. If a few students do not understand a large portion of the instructions, it is likely that they are not listening effectively. Teachers should ask these students to listen carefully as the directions are read again. If a student still does not understand directions after a second reading, the teacher should explain the instructions to that student individually. Teachers should be aware that it is usually more effective to calm an anxious student than to paraphrase instructions repeatedly.

9. Teachers should watch carefully for signs of test anxiety in students. Agitated behavior and frequent questioning of the teacher during testing are usually signs that the student is anxious. Teachers should address test anxiety problems individually, based on the student's needs. It is important to reassure students that they need only give the answers they believe are best, based on their understanding of the questions.

Promoting Physical Well-Being

1. If possible, avoid testing on days immediately preceding or following vacations and special school events.

2. Minimize fatigue as much as possible by scheduling adequate breaks. Teachers may wish to provide snacks or relaxing activities between testing periods.

3. Avoid testing immediately after students have engaged in strenuous physical activity.

4. Parents should be encouraged to ensure that their children are well-rested and that they have breakfast prior to taking the test. Teachers may wish to provide a nutritious snack for their students before testing.

Promoting an Effective Test-Taking Environment

1. Teachers should become thoroughly familiar with all testing materials (e.g., the MMAT Examiners' Manual) prior to the test date. Materials should be organized to prevent delays and/or interruptions during testing.

2. Testing rooms should be located, as much as possible, in areas where noise (ringing telephones, end-of-period bells) is minimal. It may be necessary to reschedule or disconnect end-of-period bells during the testing period.

3. Visual distractions should be kept to a minimum. Doors, windows and curtains in testing rooms should be closed and use of the hallway outside the testing room should be limited if possible.

4. Student movement in the classroom during the test should be eliminated to the extent possible. Students should be instructed to raise their hands if they have questions and the teacher will come to them. Teachers should keep a supply of extra pencils and

calculators (if the district allows them) on hand. A "Do Not Disturb" sign should be placed on the door of the testing room.

5. Teachers should remove or cover any materials in the room (e.g., wall hangings, maps, posters, globes, art objects) which might distract students' attention or provide clues to correct answers on certain questions.

6. Teachers should separate desks enough to enhance privacy and to allow for active monitoring of the testing situation.

7. Teachers should ensure that testing rooms provide adequate lighting and ventilation.

APPENDIX H

POSSIBILITIES FOR MODIFYING MMAT TEST ADMINISTRATION PROCEDURES TO IMPROVE THE INSTRUCTIONAL RELEVANCE OF TEST RESULTS FOR IEP STUDENTS

1. A teacher or teacher's aide may read test items aloud to one or more students.

2. Subject tests may be broken down so that only a small portion of the test is administered in any one session.

3. The teacher or an aide, rather than the student, might record the student's answers to test questions.

5. Students may be tested at instructional level rather than at grade level in one or more subjects.

6. Students may be tested only in those subjects in which they are receiving instruction rather than in all four subject areas.

7. Students may be exempted completely from taking the MMAT if their IEPs indicate the standardized testing is inappropriate.

NOTE: Standard scores are valid only if a test is given in the same way to every pupil. Therefore, <u>any</u> modification of administration procedures invalidates the scaled scores and state percentile ranks of students for whom modifications were made. Only the Key Skill mastery information is useful or relevant for these students. Key Skill mastery information is provided on the Individual Student Report and Pupil List Report.

Modification of administration procedures is permissible <u>only</u> for students whose IEPs indicate a need for modification. A record of any alterations made in testing procedure should be kept in the student's permanent file with the test results. Students whose IEPs make no mention of a need for altered administration procedures should be tested with the other students in their grade levels with no modifications.

APPENDIX I

OUT-OF-LEVEL TESTING FOR SPECIAL EDUCATION STUDENTS

One individual should be designated as being responsible for coordinating the testing of special education students. The person chosen should have a good understanding of assessment principles and of the needs of students with disabilities. The testing coordinator should see that the steps listed below are followed when testing a child out-of-level using the MMAT.

STEP 1: The instructional level of the student in each of the following four areas should be determined:

- language arts/English/reading
- mathematics
- science
- social studies/civics

STEP 2: A determination should be made as to whether or not the student's instructional level in each subject area is close enough to his or her grade level for useful information to be obtained by administering the MMAT at grade level.

STEP 3: When ordering the MMAT for the district, one answer sheet should be ordered for each student, for each separate grade level that is to be tested (e.g., if a student is to be tested at the 3rd grade level in reading, science and social studies and at the 5th grade level in mathematics, two answer sheets should be ordered for that student).

STEP 4: Subject tests should be administered to the student at his or her instructional levels.

- A separate answer sheet should be used for each grade level tested (e.g., in the example given in step three, the student would fill in his or her answers for the 3rd grade reading, science, and social studies tests on the 3rd grade answer sheet and the 5th grade answers on the 5th grade answer sheet).

- A student who is tested out-of-level must be designated as IEP on each answer sheet he or she uses.

- Each of the student's answer sheets should be returned to the Center for Educational Assessment with those for other IEP students in the grade levels tested (e.g., in the example from step three, the student's answer sheet for mathematics would be returned with the answer sheets of fifth grade IEP students while the answer sheet containing the student's responses in reading, science, and social studies would be returned with those of the 3rd grade IEP students).

STEP 5: When the test results are returned, the results for the student who was tested out-of-level will come back with those of the students in the grade levels tested (e.g., the mathematics results for the student we have been following will come back with the results for the fifth grade class while his or her reading, science and social studies results will come back with the results of the 3rd grade class).

NOTE: Testing a student out-of-level invalidates the scaled scores and state percentile ranks for that student. Only the Key Skill mastery information obtained is useful or relevant. Key Skill mastery information is provided on the Individual Student Report and the Pupil List Report.

APPENDIX J

USING THE MMAT WITH POTENTIALLY GIFTED STUDENTS

The MMAT can be used to screen for students who might be eligible for placement in a program for the gifted or academically advanced. These steps should be followed when using the MMAT for this purpose:

STEP 1: Determine which of the four subjects tested by the MMAT will be considered for screening purposes. It is recommended that scores from at least two subject areas be considered.

STEP 2: Determine the percent of students to be selected for further assessment as a result of their MMAT scores. The MMAT should provide **only one source** for the pool of students to be assessed for advanced abilities. Other sources might include referrals from parents and teachers and the results of group IQ tests.

STEP 3: Subtract the proportion of students who should receive further assessment as a result of their MMAT scores from 100. For example if a school wished to identify 12% of their students from further testing, they would subtract 12 from 100 to get 88. The difference produced by this subtraction represents the percentile rank you will use in the next step to identify scaled score cut-offs.

STEP 4: Use the Individual Student Reports to identify students who meet or exceed the state percentile rank standards which you have established in each subject area.

Although at this time, the MMAT can be used effectively at most grade levels to screen for advanced academic abilities, it should not be used as a tool for diagnosis. Districts should be aware that many students tend to master a majority of key skills tested by the MMAT at the lower grade levels (particularly grades 2 and 3). Therefore, state percentile ranks may tend to under-identify students in the process of screening for gifted education programs. Districts wishing to test potentially gifted students' academic skills for placement purposes should use a norm-referenced test.

APPENDIX K

RECOMMENDED POLICY FOR ADMINISTERING THE MMAT TO SPEAKERS OF OTHER LANGUAGES

The Missouri Mastery and Achievement Tests (MMAT) are designed to measure student mastery of key skills in the areas of reading/English/language arts, mathematics, science, and social studies/civics. When this test is administered in a **standardized** manner to children whose first or home language is not English and who have limited proficiency in English, it becomes difficult to determine whether missed items are indicative of a skill deficit or a language deficit. If a student's score has been negatively influenced by a language deficit, then the test has not provided an accurate or valid assessment of key skill mastery, and the purpose of the test has been defeated.

Children coming into the United States from other countries possess varying degrees of English proficiency and have diverse educational backgrounds. It is, therefore, impossible to determine with any degree of confidence, a specific amount of time a district should wait before administering a test such as the MMAT in a **standardized** manner. It is recommended that children whose first language is not English take the MMAT only if school personnel feel that the testing experience will not be unduly frustrating for the student and that the results will yield valid and useful information. Speakers of other languages who are given a modified administration of the MMAT should be identified as specified on their test answer sheet in the same manner as students with disabilities are identified as IEP. The scores of students who are identified as speakers of other languages will not be figured into building or district averages.

Teachers may modify the MMAT in any way that will help to obtain instructionally relevant information for a student whose first language is not English. For example, it may be necessary to read the items to him or her either in English or in his or her native language, or to allow extra time for administration. If administration procedures are modified, then a description of these modifications should be placed in the student's permanent file with the test results. It is important to remember that, when modifying the MMAT for use with speakers of other languages, the key skill mastery information rather than the scaled score or state percentile rank should be used. Modification of administration procedures (e.g., translation of test items) in effect creates a separate or different test, the results of which cannot be compared to the normative information on the MMAT.

In determining when to administer the MMAT in a standardized manner, educators should also determine whether or not the student has a good understanding of the basic concepts necessary for successful performance on a test such as the MMAT. A student might have the knowledge necessary to demonstrate mastery of all of the key skills in math, but not understand the task of shading in the circle next to the letter that corresponds to the correct answer.

If a school district has decided not to administer the MMAT to a student, then that decision should be documented in the student's permanent file. This documentation should include a statement regarding why the test was not given and should describe the results of any assessment conducted which helped the district to determine that the student would not benefit from testing. Likewise, if a district has decided that a student whose first or home language is not English does not need to be identified on the MMAT answer sheet, the information used to make this decision should also be documented.

Students who were once served by the district in a program designed to meet the needs of students whose first language is not English, but who have met the exit criteria and no longer require services should **not** be identified on the answer sheet. These students' scores should be figured into the building and district averages. As a general rule, a student should not be identified on the answer sheet if he or she has attained a near-native or native level of English proficiency as measured by a reliable and valid assessment of English proficiency. A number of commercially-published tests are currently available which purport to measure English proficiency. Some examples include Language Assessment Scales (CTB/McGraw-Hill), The Maculaitis Assessment Program (Alemany Press), and Language Assessment Battery (Riverside). School personnel should carefully review these and other available instruments to determine which are the most reliable and valid and which best meet their specific needs. It is strongly recommended that assessment of English language proficiency include measures of reading and writing as well as oral language skills. This is especially important because it is not unusual for a student to be highly proficient in oral language, while being much less proficient at using the English language in a written form, or vice versa. **Furthermore, it is common for students to develop oral proficiency and be very comfortable in social interaction, yet not possess sufficient academic language to be successful in school related tasks. These students may know the information necessary to complete the task successfully, but not be able to express that knowledge in English.**

Several of the standardized tests listed above measure the areas of reading, writing, and oral language proficiency. Districts may choose to rely on a standardized test such as one of these or to use informal measures to assess one or more areas. The best practice would be to combine formal and informal measures of each area.

In summary, the MMAT should be administered to speakers of other languages if doing so will provide instructionally useful information. Speakers of other languages who receive a modified administration should be identified as such on their test answer sheet. This designation will result in the exclusion of these students' scores from building or district averages. Educators may choose to modify the administration procedures on the MMAT for students whose first language is not English if doing so will improve the quality of the instructional information obtained. Only the key skill mastery information (**not** the scaled score or state percentile rank) is useful for speakers of other languages who have received a modified administration. Educators may decide not to administer the MMAT at all to some students whose first language is not English if doing so would result in undue frustration for these students or in useless, invalid scores. Students who are from a second language/bilingual background, but who have attained a level of English

reading, writing, and oral proficiency near that of native speakers should be given the MMAT and should not be identified as on the answer sheet. Documentation for decisions regarding testing procedures should be included in the students' permanent files.

APPENDIX L

CHAPTER 1 CUTOFF SCORES

Grades Pre-K - 1	No standardized test required
Grades 2 - 3	45th Percentile
Grades 4 - 6	40th Percentile
Grade 7	36th Percentile
Grade 8	32nd Percentile
Grade 9	28th Percentile
Grade 10	24th Percentile
Grades 11 - 12	20th Percentile

APPENDIX M

Sample Letter To Parents

Dear Parent/Guardian:

Your child is scheduled to take the Missouri Mastery and Achievement Test from _____ through _____. One subject area will be tested per day. The MMAT is an achievement test designed to measure the level of mastery your child has attained on the Missouri Key Skills.

There are some ways in which you can enhance your child's performance:

Do:
- Encourage your child to do his/her best.
- Make sure he/she gets proper rest and nutrition during the test dates.
- Have your child wear comfortable clothing.
- Protect your child from family pressures or problems if possible during testing.

Don't:
- Be overly anxious about test scores; too much emphasis on test scores can be upsetting to children.
- Encourage your child to "cram" for the exam.
- Use undue threats or promises based on the outcome of his/her results.
- Judge your child on the basis of a test score. Many factors can influence test scores, and any test tells only one part of the story.

You are scheduled to receive the results of your child's tests _____. At that time we will explain the meaning of the results and answer any questions you may have.

Sincerely,

GLOSSARY

Achievement Test—a test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training.

Assessment—the process of using a variety of data collection methodologies to assist in making decisions about curriculum, instruction and students. The assessment process makes use of tests, measurements and evaluation. Assessment data which are consistently collected can be used to identify trends over time.

Cluster Scores—scores obtained by aggregating student performance on groups of related learner outcomes such as reading comprehension or language arts.

Criterion-Referenced (content-referenced) Test—a test designed to provide information on the specific knowledge or skills possessed by a student. Scores have meaning in terms of what the student knows or can do, rather than in relation to the scores made by some external reference group. A criterion-referenced test is most effectively used when it is closely related to the curriculum (instruction).

Diagnostic Test—a test used to identify an individual's specific areas of strength or weakness; determine the nature of his/her weaknesses or deficiencies; and wherever possible, suggest their cause and indicate potential remedies.

Evaluation—a component of assessment which is the process of arriving at a decision or conclusion by comparing the assessed level of performance to a standard or desired level of performance. This process should **not** be limited to utilizing information gained from standardized testing and may extend over an undefined period.

Formative Evaluation—the process used to determine the degree of mastery of a given learning task and to pinpoint the part of the task not mastered.

Mastery Test—a test designed to determine whether a pupil has mastered a given unit of instruction or a single objective or skill; a test giving information on what a pupil knows, rather than on how his performance relates to that of some reference group.

Norming Date—the month and day of the calendar year which is the midpoint of the time period during which the test was administered to the standardization sample. Individuals must be tested at approximately the same time of the year as the norming date.

Glossary (continued)

Norming Process—the process of administering a test to a large number of persons thought to be representative of persons with whom the test is to be used. The performance of this group, or standardization sample is used to determine the standards to which the performance of individual taking the test can be compared.

Norm-Referenced Test—a test which allows the comparison of an individual's performance with the performance of a large group who previously was administered the same test.

Percentile—percentiles range from 1 through 99 and indicate a point below which a certain percentage of scores fall.

Practice in Test-Taking Skills—activities which allow the individual to gain familiarity with responding to test items in a time-efficient and comfortable manner. Examples of this kind of practice would include the periodic, formalized administration of practice or sample tests and allowing students to write items for sample tests. The practice test section preceding most standardized tests does not constitute adequate practice in test-taking skills.

Quintile—one of four points that divide a score distribution into five equal groups. The first quintile is the 20th percentile, the second is the 40th percentile, the third is the 60th percentile and the fourth is the 80th percentile.

Readiness Test—a test that measures the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for successfully undertaking some new learning activity.

Reliability—the extent to which a test is consistent in measuring whatever it measures or the degree to which the test is dependable, stable and relatively free from errors of measurement. Reliability is usually expressed as a reliability coefficient or by the standard error of measurement derived from it. Reliability coefficients range from zero to one. The closer the coefficient is to one, the more reliable the test.

Scale Score—a standard score.

Scholastic Aptitude Battery—a test designed to predict a student's potential for success in a college setting.

Screening—a means of looking at an entire population of students to determine which, if any, may have special learning needs or abilities. Screening procedures should result in the identification of a pool of students who should then be further evaluated to determine whether or not there is truly a need for special assistance.

Glossary (continued)

Standard Error (S.E.)—a statistic providing an estimate of the possible magnitude of "error" present in some obtained measure, whether (1) an individual score or (2) a group score such as a mean.

Standard Score—a transformed score in which a student's raw score deviation from the mean is expressed in standard deviation units.

Standardized Test—a test designed to provide a systematic sample of individual performance, administered according to prescribed directions, scored in conformance with definite rules, and interpreted as specified.

Subject Area Scores—scores on a test containing questions relating to broadly defined areas of knowledge, such as reading, science or arithmetic. Such scores may indicate the individual's relative level of performance in a broadly defined area of knowledge.

Summative Evaluation—the process used at the end of a term, course, or program for grading, certification, or evaluation of progress.

Technical Manual—a manual containing information on the construction, statistical characteristics, norming process, appropriate uses, etc., of a specific test.

Test Content Specification—a written statement which identifies the method for measuring a tested objective.

Validity—the extent to which a test measures what it was intended to measure, when used for the purpose for which the test was designed.

Vocational Aptitude Battery—a test in which a number of different abilities are assessed in order to identify vocational areas of relative potential strength.

Vocational Interest Inventory—an instrument on which an individual expresses his or her degree of preference for specific job activities, school subjects, hobbies, or sports. By comparing these preferences with those of persons successfully engaged in different vocations, the person may identify vocations which he or she may find personally satisfying.

Missouri Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102-0480